Exploring Local History in Saskatchewan

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Foreword

Saskatchewan is in the midst of an era when many communities throughout the province are celebrating significant historical events. Each of these celebrations provides opportunities for homecomings, parades, youth festivals, picnics, sports events and countless public speeches. They also provide a valuable vantage point to look back and reflect on what the community has done together, to gain a better understanding of the community today through a study of its past, and to convey this understanding to others. This is the task of the local historian.

In Saskatchewan there is evident a sense of the value of history which is reflected in the strong tradition that has developed in the province of writing local histories to mark milestones. It is almost trite to say that Saskatchewan in its brief life has witnessed great changes in its landscape, its society and its institutions. Each generation is seemingly compelled to record, to preserve and perhaps to explain the changes it has witnessed or initiated. Regina was barely five years old when the first book appeared on its history. Each provincial jubilee, 1955, 1965, and 1980, has stimulated countless local enthusiasts to document their own communities. The histories, whether printed or staged or broadcast, are an important form of cultural self-expression, to be drawn on by the community, by teachers and by researchers in a variety of ways. They are a tribute to those who have gone before. They provide enjoyment, information, continuity and a wealth of detail useful to researchers in different fields. The histories constitute a valuable local and provincial cultural resource.

In planning for Celebrate Saskatchewan in 1980, four provincial agencies came together to coordinate their efforts in encouraging communities to study their past and to present their local history in a lively and informative manner. Grants were provided to assist local history committees and a series of workshops were made available through the community colleges. An earlier edition of this publication was the direct product of the community college workshops. The lecture notes and handouts prepared by the instructors were edited and reworked to provide a basic guidebook for local history groups in Saskatchewan. The first edition of *Exploring Local History in Saskatchewan* quickly became exhausted but interest in the writing of local histories continues. The need for a new edition of this booklet was clear but it was also apparent that changes in the original were desirable to make the booklet more useful to local history groups. What is presented here is an edited and somewhat expanded edition of the booklet that arose out of the 1980 celebrations. No such guide can be comprehensive without becoming mired in detail. The history of every community presents its own special problems on sources; and with the range of media available today, the ways in which local history can be presented are limited only by the imagination. We hope, though, that this booklet will prove a useful first step in beginning the exploration of local history.

Like most local history publications, the preparation of this booklet has been assisted by many hands. Those directly involved in writing the original edition included Mrs. Jean Freeman, Mrs. Grace Lane and Mrs. Caroline Heath together with Mr. Douglas H. Bocking, Mr. Lloyd W. Rodwell and Mrs. Ruth Dyck Wilson of the staff of the Saskatchewan Archives Board. Mrs. Ruth Dyck Wilson has been responsible for the preparation of new material for this revised edition of the booklet. We hope the new edition will continue to be of assistance to local historians for some time to come.

Ian E. Wilson,
Provincial Archivist.

I. Introduction

The purpose of this guide is to assist the many people in Saskatchewan who are involved in the preparation of community histories. Suggestions are provided on how to locate historical information, how to research and how to present the history in book form or in some other way.

Preparing a local history can be an exciting and rewarding experience for those who undertake the work. In researching their community's past they will rediscover many facts which have been forgotten and they will be rewarded by an understanding of how their community developed. The history when completed will chronicle the accomplishments of the past and can give the community a sense of continuity and identity.

Local historians have undertaken the preparation of a community's history for a variety of reasons. Some do it to celebrate a jubilee or anniversary; some because they realize the story must be recorded before all the old-timers are gone; others because they know that there is a story in the community which is worth telling and they want to record the community's development and achievements.

A rural municipality, village, town, city, school district or a religious or ethnic community is the field of study for the local historian. A local history is one that covers a smaller area and is less encompassing in its scope than what might be included in a provincial history. It does not follow that because a local history has a relatively narrow field of coverage that it is not important. Granted that if all the areas of the province compiled comprehensive local histories they would throw more light on aspects of provincial history, nevertheless they could not collectively constitute a provincial history. Similarly if a very comprehensive history of the province were written it could help in understanding matters of local concern but it could not replace the need to write a local history. A local community is studied for what it can tell us about itself and how it exists in its own right, not for what it tells us about provincial or national history. Similarly a provincial history is studied for what it can tell us about the province. Thus each is important and worthy of its own separate study.

One historian describing the role of the local historian has said that:

> The local historian will deal with both written and unwritten sources. He will be part archaeologist and part geographer, since a writer must explain how the land, the soil of the locality, was mastered to human purposes. He will go further, much further, for he must understand and he must know the character of the land so that he may explain and interpret the effects of human actions on the landscape. Certainly he must be aware of, and know the why of, water courses, trails, roads and fields.
>
> The local historian will be, in part, an economic historian because the greater part of a man's life is spent gaining a livelihood — but at the same time he will be an historian of art, and education, and religion — because man does not live by bread alone. He will need to be a modernist because he will need to appreciate the impact on a local community of rail and motor transport — and the social and economic effects of the abandonment of a major form of transport. Certainly he must know sociology since he is attempting to reconstruct social life and society in the earlier days of the local community.*

As a local historian, your task will be to record the origin, growth and perhaps decline of a community. Each community has its own time scheme: it rises or falls, and has successes or failures distinct from the provincial and national history, sometimes even distinct from adjoining communities. It may also have been affected by adjoining communities or provincial or national affairs.

You will need to identify the factors that have given your community its character and identity. Part of the story may well be similar to other communities but you may discover that some aspects are unique.

The responsibility of the local historian is to research all the available sources systematically and thoroughly and from the material he has gathered compile as complete and objective a history as possible. When completed the history can be presented in many different ways, including book form, film, television, plays, and tape and slide presentations.

*J. H. Archer, "Local History," in *Local Archives and History Conference Proceedings* (Regina: Saskatchewan Archives Board, 1979), p. 11.

Preparing a meal of fish, n.d. Saskatchewan Archives Board, R-A1009 (1).

II. Planning

A. Organization

While you will want your local history project to be as thorough as possible, you will not want it to become a never-ending task. To avoid it getting out of hand will require planning and organization. This does not mean that you adopt a rigid scheme to be followed without deviation but it does mean that you should set up a plan and timetable to follow and allow for some flexibility should the need arise. This chapter will suggest ideas which need to be considered in planning your work.

If you are working alone, you can plan things in your own way. If the project is a group endeavour, some thought must go into assigning specific areas of responsibility to each individual. These areas would include such things as finances, research, interviews, writing, editing, design, promotion and distribution. People will work more freely with greater success if they know exactly what their responsibilities are. Many decisions will have to be made on problems as they arise and the group should determine at the outset how such decisions will be reached. Regular meetings of the group can serve as the forum for solving problems and evaluating progress.

A timetable for your local history project is useful. It will help each member to gauge his progress, and will serve to pull the contributions together. A target date for completion can also provide stimulus and excitement, and is essential if your project is a book which is to be marketed by a certain date, or a production which is to be presented at a specific time.

Once your material is assembled, but before it is put into final form, the individual or group might well evaluate the project to see if it is accomplishing what was originally planned. Has anything important been omitted? Are there weaknesses that can be strengthened without unduly delaying this project? This reassessment is an important part of the planning process.

B. Concept

1. Statement of Intent

The enthusiasm and dedication which you bring to your local history project will have a better chance of reaching a satisfactory conclusion if they are directed toward a clear goal. This should be outlined in a statement of intent which should be referred to as your work progresses to make certain you are moving steadily toward your original goal.

In framing your statement of intent you will first need to decide the form your history will take. Will it be a book, a series of articles for the local newspaper, a slide presentation, a film or video tape, a series of taped interviews, or a display? Although most communities in Saskatchewan in recent years have produced local history books, remember that you have the opportunity to choose the project that most directly meets the needs and resources available to you.

Your statement of intent will also be influenced by the audience you are planning to reach. You will organize a different project if you are planning only to reach your own community than if you are planning to inform those outside of your community about its history.

2. Setting Boundaries

When preparing a local history, you need to decide on the boundaries of the area with which you are dealing. There are many kinds of boundaries: for the history of a rural municipality or school district, the boundaries will have been established by regulations; if your subject is a town or village "and district," you may define the boundaries to include the area serviced by a post office or a business centre arbitrarily; a church history might take in the area encompassed by a parish or congregation, or serviced by a religious order; for an organization or family history, the boundaries may be those of membership, rather than those of geography. Knowing your general boundaries is important, and it may assist you, if it is applicable, to prepare a large-scale map to show the area to be included in your history.

It may at times be necessary or informative to discuss events or developments outside your area which influenced your community. Contrast and comparison with external events may help you to understand the significance of developments within an area. But you should never let the story of outside events obscure those within your community.

3. Varieties of Approach

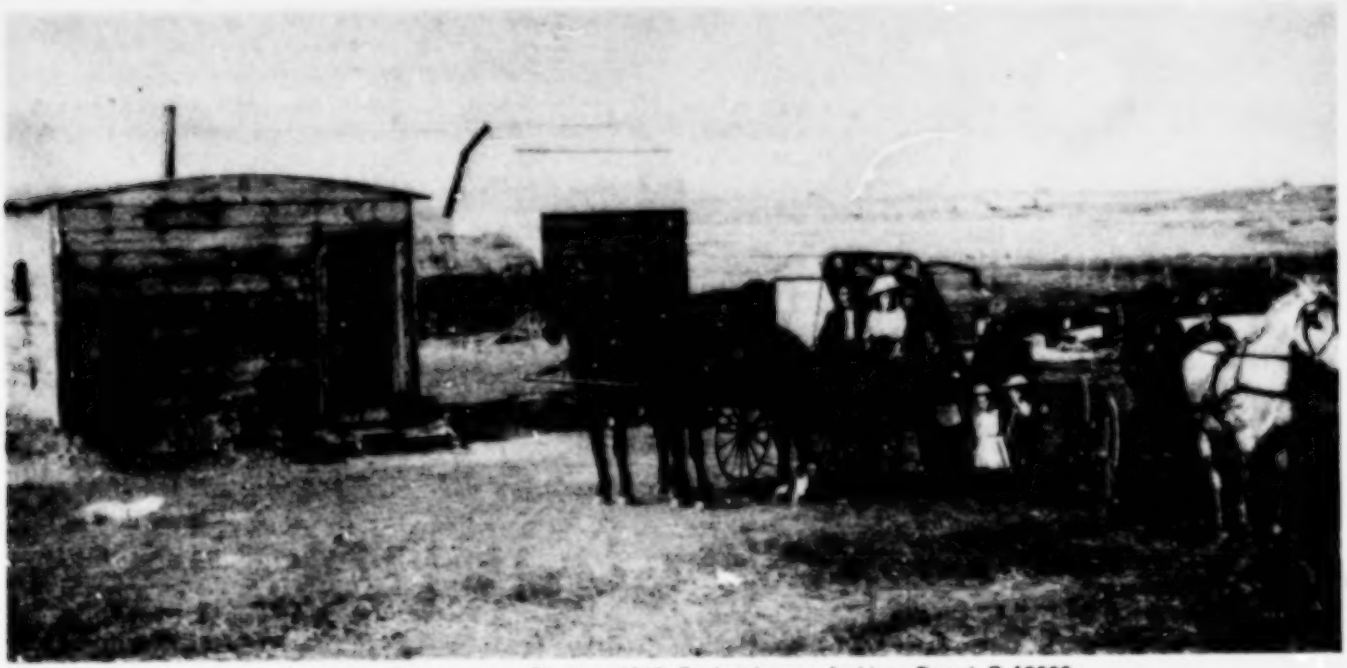
There are many ways of approaching the preparation of a local history. Yours will be determined by your goal, as defined in your statement of intent.

As you carry out your research, you may discover unexpected material that will lead you to change your initial direction or approach. The flexibility which you built into your original plan should allow you to do this, if the change will produce a better local history. However, any change of direction should not be just a drifting away or a casual shift to another subject but a conscious and carefully thought-out decision, made after reconsidering the original statement of intent.

Varieties of approach might include:

a. Collections

You may want to collect individual reminiscences and family biographies or compile institutional histories. These collections can be of interest to people in the area and possibly to outsiders but they are not in themselves local histories. They can, however, provide invaluable material for any individual or group who wants to sift, sort and shape the information into a local history.



Wooden shack on the homestead of A. Roberge near Plunkett, 1913. Saskatchewan Archives Board, R-A2306.

If family biographies and reminiscences are to be used in a history, they should include more than just when individuals were born, had children and died, information which is of limited interest. Other events such as breaking land, planting windbreaks, harvesting, quilting bees, box socials, farm organization meetings, and many, many others are of interest insofar as they tell the story of the area. How did these people live? In what ways was it the same as anywhere else at the time? In what ways was it different? What was their involvement in community life? Such questions need to be asked if the interesting and varied experiences of individuals in your community are to be brought to light.

b. Chronological Narrative

You are telling a story so there is no reason why you cannot start at the beginning and tell what happened in the order in which the events occurred. This approach will give the reader a good grasp of the correct sequence of events. However, a major drawback of the approach is that the story of the development of subjects and institutions will be broken into yearly segments and their continuity will be difficult to follow.

c. Subject Narrative

The story of any area is the sum total of many individual stories. The subject narrative approach allows you to tell a continuous story about each subject. They should not, however, be allowed to become totally separate. Discussion of each subject can be self-contained and at the same time include reference to related subjects.

It may be desirable to combine the chronological and subject approaches. For example you might discuss recreation in pioneer days, in the boom years, in the depression, during the Second World War, and in recent years.

d. Analytical History

An analytical history interprets, compares and contrasts collected information. This analytical approach can be applied to an entire history, a chapter of a larger history, or to individual, institutional or family histories.

Analytical history asks: Why? How? What effect did this have? Sometimes, it will be difficult to analyse or assess the effects of certain things. As an example, consider a service club, which raised funds to provide recreational facilities for a community. It is easy to determine the cost and use of such facilities, but it may be difficult to assess the influences of the facilities on the community. Here is where interviews, subjective though they may be, can provide the feelings and views of individuals concerning these influences.

e. Visual History

A history based solely on visual material such as photographs, handbills, posters, maps, publications, programmes and newspaper headlines, can be very effective in print form.

Visual material is often incorporated into a written history, either as illustrations in the main text, or in a separate section portraying a particular aspect of a community's development

such as different styles of transportation or early architecture.

When combined with artifacts and written material, visual material can be used as a theme display in a local museum, store window, school, senior citizens' centre or some other place where it can be viewed.

f. Oral History

A collection of oral history interviews can reveal much about a community's past. Interviews can focus on families, organizations, special events or folk traditions. Although transcriptions of the tapes can be made, the recording, itself, reveals much more clearly the personality of the individual interviewed. Interviews can also be used as a rich source of information for a local history book.

C. Suggested Themes for Local History Projects

No matter which approach you use in preparing a history there are a number of themes which need to be considered as having significance in doing your research. The following list of themes is only meant as a guide — it does not need to be adopted verbatim, but could be adjusted to fit your particular needs. Some subjects may be omitted, combined or divided, others added or expanded, to correspond to the requirements of your community's history, and to the objectives in your statement of intent.

You may want to cover a number of these subjects from different angles — through reminiscences or in a chronological narrative.

In any case, the suggested themes and questions are meant to help you to select your own areas of inquiry and to come up with your own line of questioning. Before beginning research on a subject, draw up your own list of things you want to find out: what important facts (names, dates, places) need to be recorded? What questions need to be asked in order to explain the significance of certain events, activities, or developments?

Think about the subject. Try to view it on its own, and then as related to other subjects. How significant is this subject in relation to others in the story of your area? This may help to determine the space allocated to the different subjects.

Some suggested themes might be:

1. Geography

The type of terrain, soil, vegetation, natural resources, climate, and so on can be described and their influence on settlement and development noted. It is useful to be aware of the limits placed on your community's development by its natural environment.

- Did geographic conditions determine the location of settlement?
- Have geographic factors limited or encouraged the physical expansion of the settlement, or its economic expansion?
- Did the topography of the area attract a certain group of people because it resembled the land they left behind in the Old Country?
- Have geographic factors such as rich farm land, abundance of trees or minerals been a determining factor in setting the standard of living in the community?

2. Before European Settlement

This section would tell the story of your area between its archaeological foundation and pioneer settlement. This covers a very long period of time and information in some areas about this period is limited. Physical evidence such as archaeological sites, and folk memory of the Indian tribes are potential sources for such a study.

- Have archaeological finds been made in your area by archaeologists or local residents?
- Have the artifacts been dated? What do they tell of pre-settlement history?
- Have the oral traditions of the Indian people in the local history area been recorded? What was their life like before European settlement?

3. Early Exploration and Settlement

Explorers, traders and surveyors who passed through your area or remained in it for a time may be key figures in its early history. Diaries, memoirs and maps of early travellers in the district, and federal government and Hudson's Bay Company records may shed some light on this period of history, along with the remains of forts, trading posts, and the trails that were travelled by these early visitors.

- Are there historic sites in your area? What is their story?
- Were there forts or North-West Mounted Police posts in your area, and what role did they play?
- Was your settlement an early missionary centre?
- Did explorers' routes or trading trails go through your area?
- When was your area surveyed?

4. Pioneer Settlement

In writing the history of the pioneer period you will tell about the particular experiences of the pioneers of your area. Some elements of the pioneer story such as the hardships, the "proving up" of the homestead, the loneliness and primitive living conditions are similar in many areas of the province. The origins and interaction of the settlers in your area, however, and their reactions to the particular local conditions are some of the factors which distinguish your area from the rest of Saskatchewan.

- Who were the early settlers in your area? Where did they come from? Why did they come to Canada? Why to your area? Did they come as individuals or in a group, on their own or through a colonization society or scheme?

Lumbermen in northern Saskatchewan, n.d. Saskatchewan Archives Board, R-A4608.

- What did they find in their new homes? Had they been farmers in the Old Country, and were they familiar with the best methods for survival and success?
- What was their relationship with native peoples or other cultural groups?
- Were there any particularly interesting adaptations of pioneer life made in your area?
- Description of incidents, early homes, food and clothing.
- What determined the location of your town? Has it been moved? Why? How did it get its name?

5. Agriculture

Compiling information in answer to the questions suggested below will help you to describe and assess the technical and economic aspects of the development of agriculture in the area you are studying.

- To what extent does agriculture form the economic base of your community? What types of agriculture such as grain farming, mixed farming, ranching, market gardening, specialized crops, were carried on in your district?
- Were there any aspects of agriculture in your area which might distinguish it from other places in Saskatchewan?
- Where were the first crops grown, and what were they? Have changes taken place in the types of crops produced?
- How have changes in technology and farming methods affected the land and way of life?
- Were there people in your area who developed inventions?
- Were there individuals in your area who worked on new strains of seed or animal breeds?
- What agricultural societies, clubs or organizations were active in your area? What activities did they engage in?
- How political were the farm organizations?
- To what extent were women involved in farm work, management and organizations?

6. Natural Resources

In some areas the economy relies more on natural resources such as trapping, fishing, lumber, coal, salt, potash, oil, uranium, than on agriculture. Developments in this area may be important in the history of your community.

- What, if any, natural resources are present in your area? Are they processed locally?
- How much is consumed locally and how much is exported? Where does it go?
- Who owns, finances, controls the industry? How is it affected by transportation and tariff policies? How does it affect the local economy?
- What portion of the population is employed in the industry or related jobs?

- Have labour organizations developed in your area? What problems did they face?
- What benefits or disadvantages does the community get from the industry?

7. Industry

Although there has not been as much industrial growth in western Canada as in eastern Canada you should record the growth of industries in your area.

- Have any industries developed in your area? Examples might be honey processing; alfalfa pelleting; rapeseed crushing; farm implement manufacture; steel, electrical, electronic parts manufacture.
- Have they been supported by the community, the provincial government, or federal government agencies?
- What problems have they had to face?

8. Transportation

Transportation of various types has always been one of the vital and pressing problems facing many communities in their need to import manufactured goods and export local products. The construction, development and maintenance of transportation facilities is a continuing consideration.

- What were the earliest modes of transportation and what routes were followed?
- When did the railway come through? Is it still in operation? What effect have changes in railways had on the community?
- When was the present road system developed in your area?
- How have factors other than geography and climate such as gas and oil prices, inland terminals, and local limits affected ways and costs of transportation?
- Is air traffic an important service for your community?

9. Communications

In pioneer days isolation and loneliness were common because communications were difficult to establish and maintain. The links provided by mail, telephone and newspaper were highly treasured. An account of the development of the means of communication from telephones to television will show the influence of changing technology on your community.

- How was postal service provided in your area?
- When were telephones installed?
- Was it a private telephone company?
- Was the radio important and if so why?
- Was telegraph used?
- What newspapers or other publications did people read?
- Does your community have its own newspaper?
- What role did it have in the community?
- Did editors take strong positions on issues?
- Is it still being published?
- How has television affected family and community life?

10. Business

Shops and services draw people to villages, towns and cities. Some have expanded primarily as retail, industrial, or service centres. People look for availability and variety of goods and prompt, efficient service.

- What were some of the early businesses in your community? How did they contribute to the growth of the community? From how far away did they attract customers?
- Were there producer or consumer cooperatives?
- Were there family businesses that operated for a length of time?
- Which was the first bank to open in your community? Was a Credit Union established? What part did these financial institutions play in the economic life of the town?
- How did present-day business hours evolve?
- Has any one type of business been a key drawing card for your community?
- Was there an active board of trade or chamber of commerce?

11. Local Government

Every society is governed in some way and the evolution and development of local government is an important part of the history of any area. A study of the by-laws and decisions of a municipal council should be part of a local history because they reflect changing social and economic conditions.

You may want to draw attention to outstanding contributions or long service by certain residents. You can include lists of councillors and mayors as an appendix to avoid interrupting the flow of the story.

- What was the first form of local government?
- What did the first councillors see as their primary responsibilities?
- What by-laws were enacted?
- When were water, sewage, electricity, fire and police protection, and road maintenance provided? Have residents been satisfied with these services?
- What were the most important issues or difficult problems faced by local governments?
- What has the relationship been between your local government and the provincial and federal governments? Is this changing?

12. Education

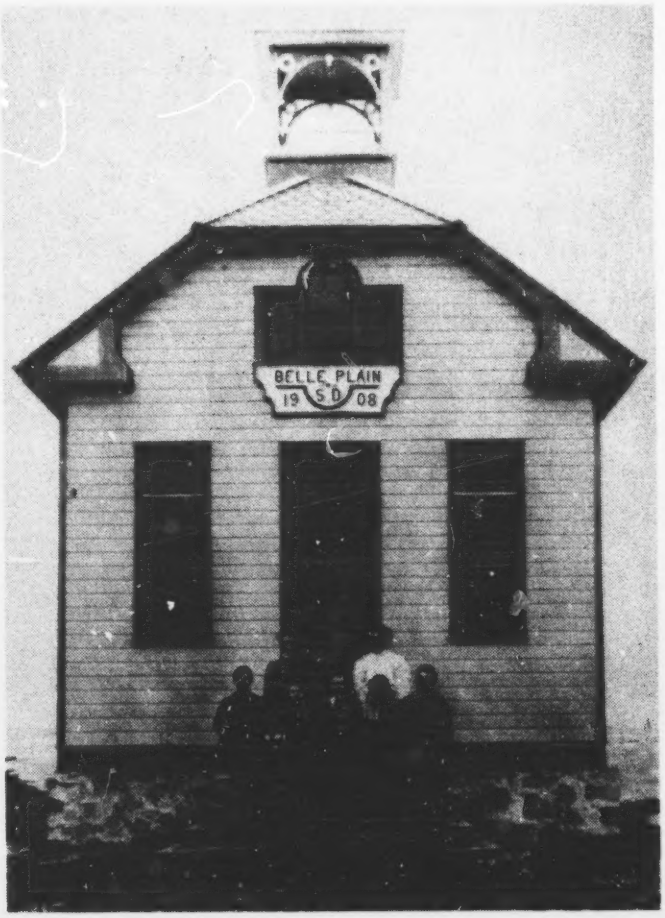
The history of education is a subject often dealt with in local histories. It is interesting for former students to see a list of teachers and a brief outline of each school district in the area which is being covered. Lists of school districts, trustees, principals, teachers or students might best be included as an appendix, if you are working on a printed history. In addition to this material the local historian might want to investigate the relationship between the school and the community, to see if the schools had an impact on the development of the area, or vice versa. Another potentially interesting topic might be the relationship between public and separate school areas, and the impact of the school system on ethnic communities and their assimilation or non-assimilation.

* When and where was the first school erected?
* Where did the first teachers come from, what kind of training did they have, and how did they fit into the community?
* Did the school have an impact on the social or cultural life of the community?
* How were teachers' salaries, school construction and maintenance, and educational materials paid for?
* Was there a separate school? Was there a private school in the area?
* How were non-English-speaking students accommodated in the school?
* What subjects were taught? Have changes in your curriculum corresponded to changes in your community?
* Were there local school issues which were extremely important in the area?

13. Population History

This subject, not often dealt with in local histories, examines flow of population in the area being studied. Perhaps the total population has increased or decreased; maybe the change is simply in the way the population is distributed. Large-scale population migrations into or out of the region, and their influence on its character and development could be studied.

* What were the effects of wars, disease, hard winters, drought, and the depression on the population?
* Were there any significant movements of groups into your area? What effects did this have, particularly if they were of a different ethnocultural origin? Were these groups easily assimilated into the existing community?
* Were there any significant population shifts out of your area, and what were the causes and results?
* Were there epidemics which had significant effects on the population?

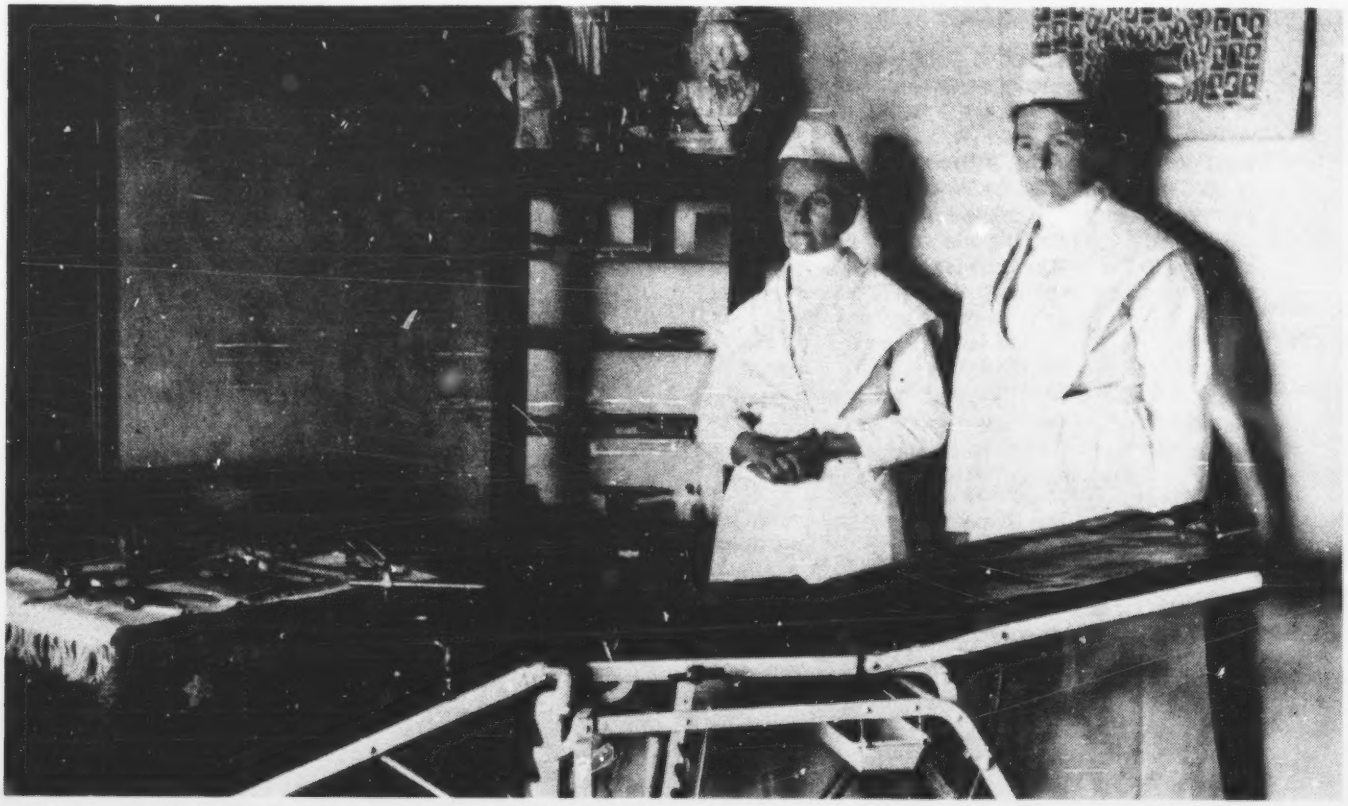


Belle Plain School, ca. 1915. Saskatchewan Archives Board, R-B814.

14. Health Care

In the early years, many areas were fortunate to have the dedicated services of a doctor, midwife, district nurse, or a non-professional who was all three. The contributions and achievements of these people often reached heroic proportions. The story of the development of health care from these basic beginnings can be an interesting aspect of a community's history.

* Who was the first doctor in the area?
* How large an area did he attend?
* Did nurses, midwives, public health nurses bear much of the health care load?
* Was there a hospital in your area? How was it administered?
* Were there periodic clinics?
* Was there access to larger medical centres?
* Was your area hit by any epidemics? How were they handled?
* Has the community had a resident dentist?
* How has Medicare affected health care for people in your area?



Hospital room in Willow Bunch with the two first nurses, Mrs. Beausoleil and Mrs. Houle, n.d. Saskatchewan Archives Board, R-A3480.

15. Social Services

Self-sufficiency has always been a characteristic of the prairie-dweller. Yet from the time of earliest settlement, individuals would help one another when fire, accident, or other disasters threatened survival. Today, many of the services which used to be performed by extended family and community are provided by government or volunteer agencies.

* How did your community assist in times of need? Examples might include barn-building bees, care of orphaned children, providing food and labour in time of illness or disability.
* What help did the extended family give; for example, grandparents and other relatives helping with child care?
* Was relief necessary in your community? How was it administered? How was it received?
* What social services are now provided by government or other agencies? Are some services still provided by neighbours in the community?

16. Religion

Religion has been very important to many prairie people. Some church denominations played a significant role in early settlement schemes, and the church played a central role in the social and community lives of the settlers. The ethnic divisions in a community were sometimes reinforced by corresponding religious differences.

* What denominations were represented in your community? How many still remain?
* Where and when was the first church built?
* How and where were services held before a group or community was able to support its own churches? If a dying town or district, how and where are services held?
* What interaction was there among denominations? How was this shown?
* Are any churches in your area historically or architecturally noteworthy? Do they contain notable furnishings, murals, or vestments?
* Has church attendance risen or dropped over the years? Has church organization and activity changed? Is this reflected elsewhere in the community?
* What church affiliated organizations were active in the community?

17. Social and Fraternal Organizations

Each community has a variety of clubs and fraternal organizations that were formed to meet special needs, to support various causes, to promote the community, or to provide social contact. Service clubs, church affiliated organizations, ethnocultural

Group of curlers including some North-West Mounted Police, Battleford, 1911. Saskatchewan Archives Board, R-A2130.

societies and clubs are some of the organizations that have contributed in some way to your community's character and development.

* Which clubs and organizations were active in your community? What was their origin, who belonged, and what influence did they have?
* What activities did they sponsor? In what ways did they serve the community?
* How many members did they have? Did they draw from certain segments of the community?

18. Culture

Cultural activities such as art, music, drama and literature were difficult to sustain in the early years of settlement. In many communities, the first theatrical production, the first concert or the first town band appeared soon after the first settlement.

Many immigrants were torn between maintaining their culture and language or becoming integrated into a largely English society, but frequently they maintained their language and traditional arts and crafts, enriching the cultural life of the community.

Arts and crafts such as furniture-making, glasswork, pottery-making, embroidery, and painting could be considered for treatment in a local history, as well as cultural activities such as music, drama, dance, literature and debating.

* Are there any individuals, societies, or institutions which have been instrumental in promoting cultural activities?
* What cultural facilities were created in your area?
* Were there touring groups which presented musical, dramatic or literary programmes?
* Are ethnic songs and dances frequently heard and seen? How have these been passed from generation to generation?
* Have there been notable artists, craftsmen, musicians or writers in the area?
* What about "popular" entertainers; for example, family orchestras who played for dances, or singers who performed for weddings and funerals?
* Has there been a steady or changing interest in handicrafts?
* What are the predominant sources of cultural stimulus today?
* When did library service first come to the community? What form did it take and how has it changed over the years?

19. Recreation

People in rural areas have found various ways of providing their own recreation both in the home and in the community. Work and play were sometimes combined, as in building or quilting bees. Some recreation was purely for fun: swimming, skating, dancing, and most communities had organized sports: curling, hockey, softball.

* What forms of recreation have been most popular in your community?
* Were there organized teams or leagues for sports like hockey and softball?
* What age groups are involved?

- How are the teams organized and financed?
- Do they travel widely?
- Does your community place much emphasis on sports?
- What games or other forms of recreation were common in the home in earlier days?
- Are these games still played?
- Were dances held regularly in your community?
- Were bingo and card-playing approved of?
- Has the community built recreational facilities?
- Has maintenance of these facilities been a burden?

20. Law

The work of the North-West Mounted Police, Royal Canadian Mounted Police, Saskatchewan Provincial Police and local police forces need to be examined.

- What organizations have been responsible for administering justice in your area?
- What were the most common offences over the years, for example, cattle rustling, truancy, liquor running, crimes of violence?

21. Military

The First and Second World Wars and other conflicts have taken the lives of many Canadians and had an impact on people in every community. The emotions and experiences of these years were so intense as to be the watershed in many Canadians' lives.

- How many people from your area were directly involved in wars?
- How did the wars affect farm, family, and community life?
- Has the Legion been a prominent group in your community?

22. Politics

Political events in a community are infrequently dealt with in local histories. Each election, whether federal or provincial usually generates much interest. It is important for a study to be made of local political events.

- Have provincial and federal government policies played any significant role in the development of your community?
- What role have local members from your constituency or local area played at the federal and provincial level?
- Have any prominent politicians come from your area?
- What has been the voting pattern of the area being studied? Can you explain this?
- What have been the major political issues in your area?

23. Folklore

The history of the native people of Saskatchewan has been preserved in the oral tradition through which their beliefs, history and ceremonies have been passed on from generation to generation. The immigrant has brought and continues to bring with him the traditions of his country of origin: legends, stories, songs, costumes, religious ceremonies. Changes in lifestyles and adaptation to new situations can bring about modifications in these traditions and customs.

- Have the people in your area retained any of the folklore from their past or their country of origin? How have they adapted these traditions to changes in their environment?
- Has any local folklore developed; for example, superstitions, stories or supernatural events, legendary figures?
- What traditions or ceremonies are still preserved by Indian people in your area?

D. Budget

The matter of financing must be considered very early in the planning stage since you do not wish to undertake a project which is beyond your means. Local history projects can be very expensive. Also, the need for funds will precede the receipt of any revenue anticipated from your history. Expenses may be incurred in the mailing of information sheets to former residents, in duplicating photographs, in typing a manuscript, or in editing a video tape. These expenses cannot, in most cases, be left to those working on the project. Costs for research trips to libraries and archives must be taken into account, as well as photocopying charges for information from such institutions. Finally, without a vigorous promotion of your project, you may not get the community support that you need.

A preliminary budget can be drawn up to define immediate funding needs and possible shortfalls. You might wish to approach the chamber of commerce, board of trade, local historical society, church, or other community organizations or private individuals for loans or donations. Fund-raising projects such as bake sales, raffles or talent nights might be organized. If you are producing a book, for example, you will take in some money from advance sales. Depending on the nature of the project, other sources such as government funding programmes might be investigated.

Many local history projects in Saskatchewan, properly planned, enthusiastically promoted and actively supported by the community, have been self-financing.

III. Research

Research on your local history project will undoubtedly begin in your own community, but before you have finished, it may well lead you further afield. As you search for information, one clue often leads to another, and excitement builds as previously unknown facts are brought to light.

As a resident of the area, you probably know where to look for various kinds of information. You know the people, organizations, businesses and offices now active and you may know much of what has gone before. Local museums and libraries may have useful material pertaining to the local history area.

There are many books that can be useful. Regional and local histories may contain pertinent information; they may also give you an idea of how other people have handled a subject similar to yours. You may wish to take advantage of the research and writing which has already been done on any particular subject. Reading larger, major history books or shorter historical articles may give you a perspective on your area and its society, and suggest ways of approaching history. Local libraries have some of these books in their own collections and others can be ordered for you from larger libraries through interlibrary loan.

Individuals who were once active in the community should not be overlooked as sources. Such persons may be able to provide information. They may also possess written material such as letters, diaries, financial accounts, scrapbooks, even minutes or correspondence from organizations in which they were involved.

Whenever borrowing materials such as photographs or letters, you should give the person or organization a receipt, listing the items borrowed. When you return the items borrowed, the receipt should be marked "returned," with the date and any details.

Such original records have also been collected and stored on a continuing basis by archival repositories. Archives are those institutions which have a mandate to collect, describe, preserve and make accessible to the public original documents which may, depending on the nature or size of the archives, relate to individuals, clubs and organizations, churches, businesses, private institutions and governments. There are a number of such repositories in Saskatchewan and even more in Canada. Records relating to Saskatchewan communities are often found in more than one repository. The Saskatchewan Archives Board, with offices in Saskatoon and Regina, has a wealth of materials relating to most areas of the province. Its staff will also be able to direct you to the appropriate repository if the information you seek on a particular subject is not available there.

When requesting information, from a private citizen or an institution, you should make every effort to make your request as specific as possible. Explain your project; give the precise subject area and date for which you need information; and, without exerting undue pressure, indicate a time by which you will need to have a reply. You will want to allow plenty of time for a response since the pressures of other responsibilities do not always permit an individual or an institution to respond to your inquiry immediately. Some institutions are not able to respond to written inquiries and thus a personal visit may be necessary.

A visit to one of the offices of the Saskatchewan Archives Board should be included in your research plans. A preliminary letter to the Archives outlining your project will allow the staff to inform you whether there is sufficient information on your area and subject to make a trip worthwhile. Due to other demands on staff time, only limited information can be provided in a letter. The information available is in most instances too extensive to copy and send by mail and, since it is your project, the archivist cannot make the judgement as to what material from the file will be useful for your research. The records of the Saskatchewan Archives are not duplicated in its two offices. Therefore, once a date for your visit has been chosen, notifying the Archives at least several weeks in advance will allow them to transfer records from one office to another if needed.

At the Archives, you will be able to discuss the project with an archivist and raise any questions you might have. The archivist will be able to suggest potential sources to use or avenues to follow and will make the records available to you. Archival records usually exist in one copy only. Many records because of their age are fragile. Care must be taken when using these records so that they survive for the use of future generations. Archival records cannot be borrowed; copies can, however, be made of most types of records.

A. Note-taking

Adopting good note-taking procedures is one of the most crucial links between the original source of information and the finished work.

Some researchers record information on note cards which are 3" x 5" or larger. Others use 8½" x 11" pages for their note-taking. These larger pages allow plenty of room for taking extensive notes and maintaining the context from which statements may be taken later, and may also be kept in a loose-leaf binder into which photocopied material may be inserted as well.

Pages should be numbered, and the first few lines used to identify the source of the information such as the name of book, document, or person interviewed; where the source was located; what subjects it covered.

A number of pages could be prepared in advance, by hand, typewriter, or mimeograph, to save time and remind the researcher to record the information:

SOURCE: .....PAGE NO.: .....

LOCATION OF SOURCE: .....

SUBJECTS: .....

Information can then be transferred from the loose-leaf pages onto note cards, sorting the material according to

topic. In this way, information on each topic, which was taken from various documents, can be brought together. The number of the loose-leaf page should be recorded on the note card along with the material.

Before taking notes from any source, read the document or section right through to get the sense of it. You may find it best to summarize it, or you may wish to use precise bits of information. Copying down entire passages should be done only when the complete passage needs to be reproduced, or if it is so entertaining, illuminating, or controversial, that you feel your readers or audience will want every word.

If you do quote, it must be done accurately. Capitalized or italicized words, abbreviations, punctuation, paragraph indentations, should all appear exactly as in the original. If there is a misspelling or other error in the original, it should be reproduced too, followed by the word *sic*, meaning thus, in brackets. Example: "He brought there [*sic*] mail to them on the return journey."

Ellipses (three or four dots) are used when words have been left out of a direct quote. Use three dots (. . .) if the words that are left out are all in one sentence. Use four dots (. . . .) if the words before and after the omission are from more than one sentence. When leaving out words be sure that the original sense and meaning of the quotation are not changed.

Sometimes, it will be necessary to add one or more words to make the meaning of a quote clear. These added words should be put in brackets. Example: "After the result of the vote was announced, the newly-elected Member [John E. Brown] expressed his appreciation to his supporters."

If you are recording a person's exact words, use quotation marks. If you are summarizing, or putting it into your own words, quotation marks will not be used.

B. Sources of Information

The people resident in the community during the years chosen for your history will be able to provide you with much valuable information. Personal papers, printed books, government records, maps, and photographs, will also help you piece together your local history.

Some of these sources will be useful primarily for finding facts. Others will offer interpretation or entertainment. Before approaching the source, consider what kind of information it is most likely to yield and prepare yourself to draw out of the source as much of that as you can. By doing this you will increase the unique contribution of each source and provide the writer with a balanced variety of material. Remember, however, to be flexible. Obviously, if good material turns up in an unexpected source, you will take advantage of the unexpected.

The following section will suggest a number of possible sources. Some indication will be given of what the source contains and where the researcher should look for the source. Addresses of many institutions and organizations mentioned here are given in Section IX of this publication.

1. Personal Papers

Letters, diaries, and scrapbooks will provide all kinds of material — fact, interpretation, entertainment. Diaries and letters to relatives in the Old Country may prove to be the best source for documenting "what it was really like" in the early days. Personal account books may be useful in showing the standard of living as well as cost of living.

The papers of pioneers, cabinet ministers and other political figures contain much information, some of it possibly not available in other sources, about problems in school districts, constituency organizations, affairs of municipalities and many provincial government activities affecting the local community. The sources for these types of material will be found in the possession of local residents, local museums or libraries and in the Saskatchewan Archives Board.

2. Municipal Records

These include municipal council minutes and correspondence, assessment and tax rolls, bylaws, and financial statements. Records of local improvement districts, which preceded the formation of rural municipalities, may be found among the records of the municipalities. Information about unincorporated settlements is sometimes found among the records of the relevant rural municipality as well. Contact the municipal office and the Saskatchewan Archives Board.

3. School District Records

These are the official records of the school board and include minutes, correspondence, financial statements, and attendance records. Local individuals who have been on the board might have some of these records in their possession; many of these records have been lost. Often, the records of a closed school district were turned over to the school division currently responsible for the area. Also try the present school board office, the Saskatchewan Archives Board and the Department of Education.

4. Church Records

Minutes of meetings of the governing body; correspondence; records of baptisms, marriages and deaths; and records of church affiliated organizations might be available. Sources will be the local church and former clergymen or members of the governing bodies, regional or national church archives, and other archival institutions.

The Saskatchewan Archives Board is the repository for certain church records. In the Regina Office of the Saskatchewan Archives are the records of the Anglican Diocese of Qu'Appelle, the records of the Presbyterian Synod of Saskatchewan and finally, the records of some French Roman Catholic parishes. The records relating to the French parishes are briefly outlined in the *Guide des sources historiques des francophones aux archives de la*

Saskatchewan, published in 1983. The Saskatoon Office of the Saskatchewan Archives is the repository for the records of the Anglican Diocese of Saskatoon and those of the Saskatchewan Conference of the United Church of Canada. With the exception of the official baptism, marriage and death registers, these records are open for research and may contain useful information for the local historian. Requests for information from parish registers can only be answered when these are accompanied by letters of authorization from the appropriate church authority.

5. Cemeteries

Tombstones may provide full names and dates of birth and death, as well as some family connections. Where graves are unmarked, or the lettering on the stones is no longer legible, it may be necessary to consult cemetery records or maps. These records are most often kept by the church sexton, the municipality or other authority administering the cemetery. The Saskatchewan Genealogical Society has been active in listing tombstone inscriptions in the province. This information has been deposited in their Regina library. A microfilm copy is available in the Regina Office of the Saskatchewan Archives.

6. Business Records

Business records such as correspondence, financial statements, invoices and account books could indicate changes in the way of life and standard of living in your community, as well as the development of business. Check with existing businesses, the board of trade, local museums or libraries, or the Saskatchewan Archives Board.

7. Organizational Records

Minutes, correspondence, scrapbooks of organizations such as fraternal organizations, volunteer groups, and service clubs will not only tell the story of the organization, but will also reflect community involvement and community identity. Contact existing organizations, former members of existing or defunct groups, provincial, regional or national governing bodies, or the Saskatchewan Archives Board for information.

8. Newspapers

Newspapers can be a source of much factual information — dates and details of important events, transportation, entertainment, store hours and prices, and church services. They can also provide data on weather, crops, real estate values, individuals, organizations, businesses and much more. Special anniversary issues and newspapers from surrounding communities should not be overlooked.

Some newspapers from the very earliest years are still in local communities in complete or partial runs. Others are only available on microfilm at the Saskatchewan Archives Board. The Archives has been microfilming weekly newspapers since 1943 and continues to film back issues when these are made available.

Indexes have been compiled at the Saskatchewan Archives Board for the *Regina Leader/Morning Leader/Evening Leader/ Leader-Post* for the years 1883-1943, the *Saskatoon Phenix/The Phoenix*, 1902-1908, *Le Patriote de l'Ouest*, 1910-1917 and 1929-1932, and the *Western Producer*, 1925-1940. These can be used to locate articles by subject. General subject indexes for the major daily newspapers for the period 1930-1981 have been prepared by the Saskatchewan Legislative Library, and copies are available in the offices of the Saskatchewan Archives Board and some libraries.

The *Historical Directory of Saskatchewan Newspapers, 1878-1983*, compiled by Christine MacDonald, lists most newspapers published in the province as well as identifying the holdings of the Saskatchewan Archives.

9. Directories

City or commercial directories provide names of residents with their occupations and names of businesses with locations. Try the local or provincial libraries, the Saskatchewan Archives Board or the directory publishers.

The Saskatchewan Archives Board receives the telephone directories printed by Saskatchewan Telecommunications on a regular basis and has volumes back to 1905.

10. Land Records

a. Homestead Records

Many printed local histories include a listing of, or a map with, the names of the first owners of each quarter-section of land in the local history area. Lists or maps with this information are, for the most part, not available, but they can be compiled. From the township ledgers of the Department of Agriculture, Lands Branch (3085 Albert Street, Regina) you can compile the names and dates of the first owners of each quarter-section. For those quarter-sections designated for homesteads, the names of those who entered and cancelled can be found as well as the dates of entry and patent for those who first received ownership of the land. A visit (by appointment, please) to the Lands Branch is necessary since answers to written inquiries for such information cannot be provided by the staff.

The actual files commonly referred to as the "homestead files" were created by the head office of the Dominion Lands Branch of the federal Department of the Interior, when it was in charge of land settement, 1871-1930, and by the Lands Branch of the Saskatchewan government after 1930, and are held by the Saskatchewan Archives Board. The files contain information pertaining to various types of land grants: homesteads, pre-emptions, purchases on time sales, scrip grants to Métis and South African volunteers, and grants made to veterans of the

F. NASH
Prop.

ALEXANDRA HOTEL.

First Class Accommodation for the Travelling Public.
Heated by Steam and Lighted by Electricity.
Return Call Electric Bell System.

Regina, N.W.T. 1st November 1904

My dear Mother

Last time I wrote was from Balgonie. I left there next morning with 53 bushels of oats which I bought at 25 cents. Harry Gower was with me & we got back to Simons the same night. I think we drove the horses a bit too hard & Jessie was very ill that night, but was alright again next morning. However I gave them a rest next day & just chored around at Simons & came over home. Next day was Sunday & we Steve & I went to church. On Monday morning I started off to Balgonie with Steve & 46 Bushels of wheat. When we got there the hotel as usual was full up & we had to sleep in the stable. This morning we left Balgonie & drove here where we met Bill Pinchin & tonight I am going to sleep in a bed, the first time for two weeks. Tomorrow we will go to Lumsden & buy the lumber for inside of my house also the stores for winter & will then trek off to Last Mountain. I have collected all the money due to me amounting to nearly $80 altogether. The Storekeeper paid me 7 dollars for the load I drew for him — not bad for one days work was it? I called at the Post Office at Balgonie

Percy Augustus Maxwell Letters, November 1, 1904. Saskatchewan Archives Board.

PETITION

FOR

Organisation of a Rural Municipality

To the Municipal Commissioner for Saskatchewan:—

We, the undersigned committee, do hereby petition for authority to proceed with the organisation of a Rural Municipality, as provided by The Rural Municipalty Act; the area of the proposed Municipality comprises all of Townships - 10 - 11 - 12 - in
(Here describe townships and parts of townships to be included in the Municipality, giving their numbers, ranges and meridian.)
Ranges 16 - 17 - 18 - w of 2nd Meridian

the said area contains 324 square miles and a total population of 1343

We suggest one of the following as the name for the proposed Municipality:

(Here insert seven names in order of choice.)
Scott - Calder - McNab - Haultain - Whitmore - Lakeview - Cornwall -

We request that all correspondence and instructions from the Department relating to the organisation of the proposed Municipality be addressed to James Smith of Yellow Grass P.O.

Dated this twenty sixth day of June 1909

Thos Murray
James Smith
W. B. McAlister
Fred Maidens
S. Albright

Municipal Committee.

Saskatchewan, Department of Municipal Affairs, Municipal Corporation File, Scott Rural Municipality No. 98. Saskatchewan Archives Board.

1914-1918 war. They also contain information on river lots, northern settlement and pasture leases, as well as incidental information relating to Indian reserves, lands obtained for school sites or churches, and crown lands set aside for specific purposes. Three basic documents were completed under the provisions of the Dominion Lands Act and are often found in the files.

The application for entry gives the land location of the homestead, the date of entry, the applicant's nationality and can provide the place of birth, previous residence and occupation, and the number of family members. Applications for entry were not retained in every file. The sworn statement in support of application for patent includes the name, age and citizenship status of the homesteader, length of residence on the land and the number of family members residing with him, cultivation done on the land, stock held, and the value of the dwelling, buildings and other improvements. Finally, the notification of patent includes the date that patent was issued and the postal address of the homesteader.

The application for entry and the sworn statement in support of the application for patent were copied on microfilm by the Genealogical Society of the Church of Jesus Christ of Latter-Day Saints. The microfilm copies are available for use in the Regina Office of the Archives; the original files are in the Saskatoon Office.

b. Land Titles Records

Every legal transaction involving the transfer of title to land must be registered in one of the eight Land Titles offices of the Department of Justice, and these records are permanently maintained in these offices. The basic prerequisite for searching a land title is to know the legal land description. There is no name index to these records and land titles cannot be searched with the family name only. For information on charges for searches, you should contact the appropriate Land Titles office.

11. Provincial Government Records

Annual reports and other publications of government departments provide information about some aspects of government activity. Local historians are often searching for such things as lists of municipal officials, details of local improvement districts, information about the operation of ferries, construction of roads and bridges in the early settlement period, and operation of schools in the territorial period.

Departmental files documenting the day-to-day work of a department, contain more detailed information on many subjects than is contained in the annual reports. Created by the various government departments in the course of their day-to-day activities, those records designated for permanent retention are transferred on a continuing basis to the Saskatchewan Archives Board offices in Regina and Saskatoon.

For many collections of departmental files held by the Saskatchewan Archives Board, a finding aid is available to assist researchers in locating files on a certain subject.

Here are some examples of government records available at the Saskatchewan Archives Board, which may be of particular interest to local historians:

a. Saskatchewan Department of Agriculture

The Department of Agriculture homestead, agricultural society and dairy branch files may assist local history research. For a description of the homestead files, refer to the section on Land Records.

The agricultural society files in the Regina Office document the establishment of many such societies formed since 1884; their main interests were local agricultural exhibitions and fairs. These files also include the yearly financial reports which were submitted to the government — a requirement for annual grants — along with some correspondence and membership lists. Only occasionally are the minutes of the society, itself, included in the file.

In the Saskatoon Office, records concerning the work of the dairy branch are housed. From this collection, records concerning the organization, incorporation, licensing, operating and financial status for certain creameries and cheese factories, for example, are available from 1888.

b. Saskatchewan Department of Co-operation and Co-operative Development

These files, housed in the Regina Office, document the establishment of the provincial co-operative associations from 1914, when the first ones were formed, to the present. The files include, as well, some annual financial statements, correspondence and the documents of dissolution for those associations which have been dissolved.

c. Saskatchewan Department of Education

The Regina Office of the Saskatchewan Archives Board holds a file created by the Department of Education for each school district established in Saskatchewan. These files do not include the names of the pupils. They frequently, however, include documents concerning the activities leading up to the formation of the district and the building of the school. The files also include yearly returns, which name trustees and other officials, correspondence and some annual reports.

PROSPECTUS of the BALGONIE MILLING Co Ltd.

Capital Stock $10000 1/4 subscribed

SITUATION.

Balgonie is a thriving young Village on the main line of the Canadian Pacific Railway, 16 Miles east of Regina (which is the Capital of the Province) in one of the best wheat growing districts of the North-West-Territories. there are six grain Elevators, a branch of the IMPERIAL BANK of CANADA, Public School, three Churches, General Stores, Implement Dealers etc in the Village.

WATER SUPPLY.

A well 46 feet deep 6 feet in diameter, which, when water was struck, filled to within 13 feet of the top in 20 hours with pure water, practically free from alkali.

BUILDING.

A frame structure 32 X 56 four stories high, Engine and Boiler House and coal shed 30 X 40, the whole clad with No 1 galvanized iron. the building including storage capacity for 10.000 bus of wheat.

MACHINERY.

We claim this as our special feature. The very best available in Canada and the United States has been secured, the selection having been made by the Managing-Director, a practical miller of wide experience, having operated the Ultinator System from its introduction into Canada.

BELL REDUCTION SYSTEM.

Eliminates the black dust in the crease of the wheat at the beginning, Does not pulverize the bran, hence purer flour and less work during the succeeding process.

ULTIMATOR SIFTING SYSTEM.

The flour produced by this system is purer, stronger, and possesses better baking qualities than by any other system.

CAPACITY.

One Hundred and Fifty Barrels daily.

ROLLER BEARINGS.

Anti-friction roller bearings on all line shafts, reducing amount of power required to a minimum.

POWER.

A One Hundred horse-power Corliss Engine.

Saskatchewan, Department of the Provincial Secretary, Balgonie Milling Company Limited, Defunct Company File No. 3, 1903-1907. Saskatchewan Archives Board.

Thursday — 21st October, 1889

Present -

His Honour the Lieutenant Governor
Presiding,

Messrs Hamilton
Jelly
Sutherland
Mitchell.

On motion of Mr Jelly, Seconded by Mr Sutherland, Resolved that Mr J. H. Ross be authorized to expend a sum not exceeding $140.00 out his proportion of the vote granted to districts for the purpose of building a School house at Willow Bunch, such grant to be conditional on the settlers doing road work to the value of that amount under the supervision of Mr Ross —

Resolved that a Sub Committee, consisting of Mr Jelly & Mr Sutherland be appointed to draft rules for the working of well boring machines —

The Council then discussed further matters relating to public work - and adjourned until tomorrow at 2 oclock. p.m. —

Royal Gov. Mess.

North-West Territories, Advisory Council Minutes, October 21, 1889. Saskatchewan Archives Board.

Sworn Statement of Menno Mayer

of Redvers Area Sask. in support

of his application for Homestead Patent for South East ¼

of Section 28 Twp. 7 Rge. 32 of 1st Meridian.

1. What is your name in full, age and Post Office address?
Menno Mayer
Age 45 Redvers Area

2. Are you a British subject by birth or naturalization? If naturalized, state when and where.
British by birth

3. When did you obtain entry for this homestead?
25th October 1899

4. When did you build your house thereon? And when did you begin actual residence thereon?
May 1900

5. What portion of each year since that date have you resided thereon? State each month, or parts thereof.
resided on my homestead from May 1900 to the present date continuously

6. When absent from your homestead where have you resided and what has been your occupation?
not absent

7. If you have lived on land owned by yourself in the vicinity, answer the following questions:—

(a.) Describe such land. Section ____ Tp. ____ Rge. ____ M. ____

(b.) When did you become the owner of it?

(c.) How did you acquire it?

(d.) What buildings have you on it?

(e.) Do you own the said land at the present time?

(f.) What residence have you performed on it?

8. Of whom do your family consist; when did they first commence residence upon this homestead, and for what portion of each year since that date have they resided upon it?
Wife & children resided with me this same time

9. How much breaking have you done upon your homestead in each year since you obtained entry, and how many acres have you cultivated each year?

Year 1900	Broke 8	acres, cropped	acres
Year 1901	" 12	" 8	"
Year 1902	" 14	" 24	"
Year 1903	" 40	" 38	"
Year	"	"	"
Year	"	"	"
Year	"	"	"

10. How many horned cattle, horses, sheep and pigs, of which you are owner, have you had on your homestead each year since date of perfecting entry? Give number in each year.
1900 one stand horses
1901 " " "
1902 2 " "
1903 2 " 4 head of cattle

11. What is the size of your house on your homestead, of what material, and what is its present cash value?
12x20 frame Value 60.00

12. What extent of fencing have you made on your homestead, and what is the present cash value thereof?
Post & Wire 14x24 } 60.00
" " 28x28 }

13. What other buildings have you erected on your homestead? What other improvements have you made thereon, and what is the cash value of the same?
No

14. Are there any indications of minerals or quarries on your homestead? If so, state nature of same, and whether the land is more valuable for agricultural than any other purpose.
for Agriculture

15. Have you had any other homestead entry? If so, describe it and say what has become of it?
No

16. Have you mortgaged, assigned or transferred, or agreed to mortgage, assign or transfer your present homestead or any part thereof? If so, when and to whom?
No

Form No. 186 (New).

Canada, Department of the Interior, Homestead File No. 766466. Saskatchewan Archives Board.

If you are compiling teachers' lists and the school registers are not all available to you at the School Division office, you can visit the Regina Office of the Saskatchewan Archives Board. From the Department of Education School Officials Ledgers, 1903-1952, you can compile lists of teachers for all districts in the local history area. One ledger includes the names of all teachers for all districts in one year; therefore, to compile a list of teachers for a thirty-year period, you have to look through thirty volumes. From 1938-1965, teachers' names for many school districts can be compiled from Department of Education Half-yearly Returns on microfilm.

d. Saskatchewan Department of Municipal Affairs

These records include municipal corporation files, municipal financial statements, municipal inspection files and community planning files which describe the establishment and expansion or contraction of municipal corporations, villages, towns, cities and rural municipalities.

Sometimes the municipal corporation files include the original petition for the establishment of the municipality and, less frequently, a census of the residents. These records are housed in the Saskatoon Office.

e. Saskatchewan Department of Natural Resources

These files contain information about the mining, lumber and fishing industries in Saskatchewan, and are housed in the Saskatoon Office.

Forestry Branch files contain information about the lumber industry dating back to the early 1900's when natural resources were under the federal Department of the Interior.

Natural resources, which have been developed since the provincial department was established in 1930, are partially documented.

f. Saskatchewan Department of the Provincial Secretary

These records of registered companies which have ceased operation, often include a statement of incorporation or association outlining company aims, names of first shareholders and directors, annual financial statements, and correspondence and forms documenting the company's demise. These are accessible by company name only.

These files, housed in the Regina Office, also include information on the establishment and dissolution of partnerships, certain newspaper and cemetery companies and over eighty local chapters of the Independent Order of Odd Fellows.

g. Saskatchewan Department of Railways, Labour and Industry

These records include files giving information about the construction of many railway branch lines. They sometimes include correspondence and petitions from communities asking for construction. Check with the Saskatoon Office.

h. Saskatchewan Local Government Board

The Board was established in 1913 to supervise the borrowing arrangements and loan expenditures of municipalities, school districts and rural telephone companies. Its role was expanded in following years and the records in the Regina Office relate to various aspects of borrowing and spending by cities, towns, villages, rural municipalities, school districts and rural telephone companies.

i. Saskatchewan Telecommunications

Covering the period from the Rural Telephone Act of 1908 to 1976, these records in the Regina Office document the establishment and dissolution of rural telephone companies in Saskatchewan. The files are arranged alphabetically by name of company and include, as well, some annual financial reports and correspondence.

12. Federal Government Records

Federal government records designated for permanent retention are for the most part to be found in the Public Archives of Canada in Ottawa. These include federal government records relating to Saskatchewan, such as the records of the Post Office, records of the Department of Indian Affairs, records of the Departments of Agriculture and Interior re immigration, records of the Department of National Defence and records relating to the Canadian National Railways and the early years of the Royal Canadian Mounted Police. Detailed inquiries concerning these records can only be answered by the staff of the Public Archives.

Post office history record cards which provide the names of the postmasters and their tenure are available from the Trade and Communications Section, Public Archives of Canada for those post offices no longer in operation and from Corporate Communications, Canada Post Corporation, 202 - 4th Avenue North, Saskatoon S7K 2L5 for those post offices still open.

The RCMP Force Historian, 1200 Alta Vista Drive, Ottawa, Ontario K1A 0R2 has brief histories of some detachments. You may wish to write to him to see if he has compiled information for your area.

Some federal government records, either in original form or on microfilm, are available in the Regina Office of the Saskatchewan Archives Board. Those which you may wish to consult include:

a. Canada Department of the Interior

Land survey was under the jurisdiction of this department. The land survey files consist of reports and diaries of surveyors from 1880-1934. These records, supplemented by information

Petition for the Formation of a Public School District.

N.T. 1008

To the Commissioner of Education
Regina, N.W.T.

The humble petition of the undersigned sheweth:

1. That the undersigned are actual residents within the area hereinafter proposed to be formed into a school district and that they constitute a Committee for the purpose of procuring its formation;

2. That the proposed name of the said district is "The Forest Hill School District;" (State proposed name)

3. That the following are the lands which it is desired to include within the limits of the proposed district, namely: Sections 2, 3, 4, 6, 8, 9, 10, 11, 14, 15, 16, 17, 20, 21, 22, 23, the East halves of Sections 6, 7, 18 and 19, and those portions of Sections 12, 13 and 24 lying west of the Assiniboine River in Township 33 Range 4, West of the Second Meridian

(Describe accurately the sections, parts of sections, townships, ranges and meridians.)

4. That the number of acres in the said proposed district is about 11680 and the number of acres of assessable land is Ten thousand 2.00 or thereabouts

5. That the population of the proposed district is 52; the number of children between the ages of 5 and 16 years inclusive residing in the proposed district is Thirteen: and the number of children below the age of 5 is four;

6. That the total number of actual residents within the proposed district who would be liable to taxation for school purposes in case the said district is formed is 22 and that of these 21 are Protestants and one Roman Catholics;

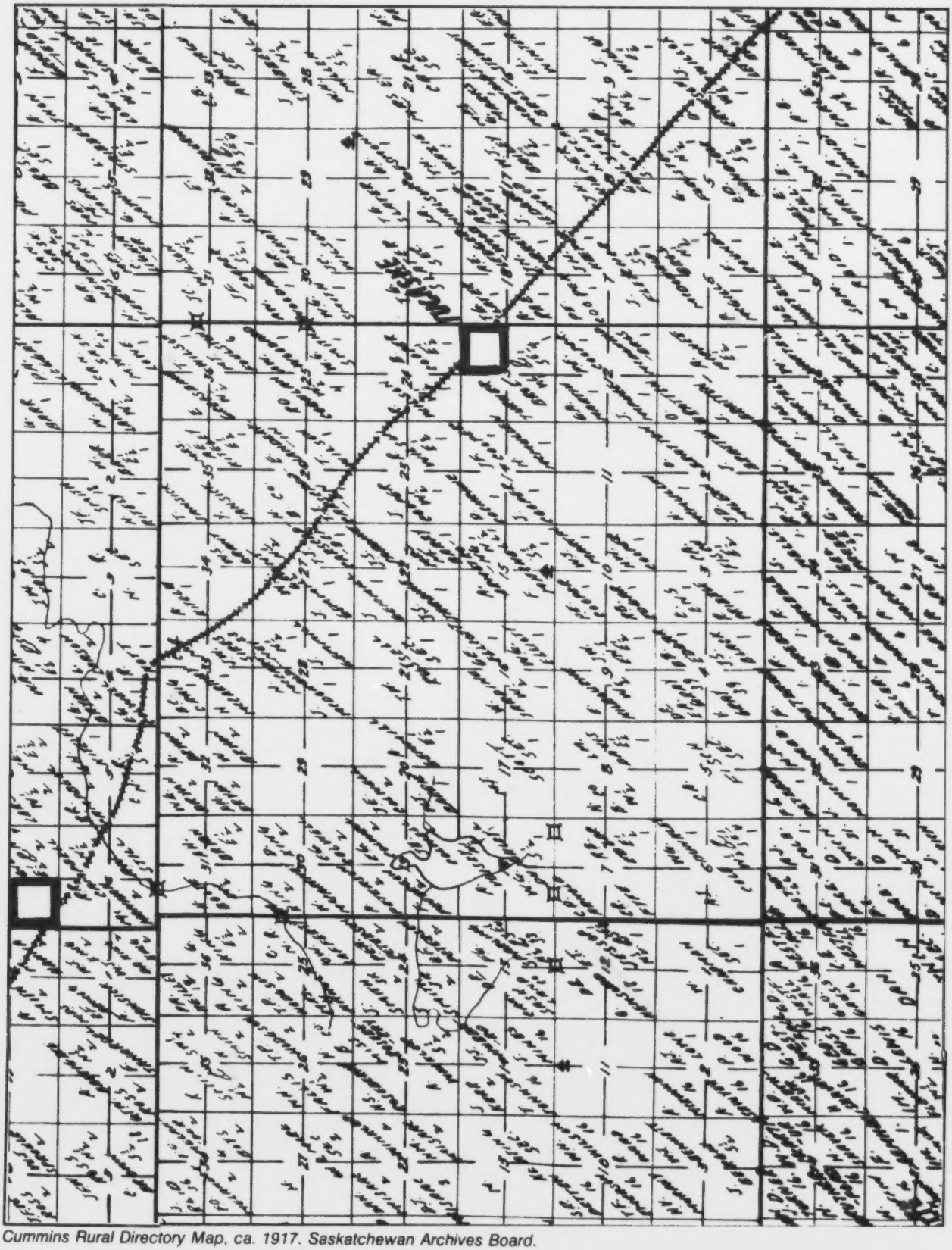
7. That the map hereto attached shows the boundaries of the proposed district; its principal legal subdivisions; the position of lakes, rivers, creeks, swamps, bridges and travelled roads; the quarter sections upon which the actual residents live; with the names of such residents and the number of children between the ages of 5 and 16 years inclusive on each quarter section.

Therefore your petitioners pray that the said proposed district may be erected as provided by The School Ordinance.

Dated at Pethook this 26 day of February 1904

J. D. Miller
C. John Goodrich
J. M. Goodrich
Committee.

Saskatchewan, Department of Education, Forest Hill School District File No. 1008. Saskatchewan Archives Board.



Cummins Rural Directory Map, ca. 1917. Saskatchewan Archives Board.

from the map collection, can give an idea of the environment during the early settlement period. They may include a record of the work and problems faced by the surveyors.

Dominion Lands Branch records include some information on early settlements and the work of colonization companies as well as files from the 1880's and 1890's on the administration of the Territorial lands.

b. Immigration Branch Records

These records, available on microfilm for the years 1889-1952, have a wide range of information relating to immigration and settlement. Not all areas of Saskatchewan are fully documented. These files record the work of immigration agents outside Canada, immigration societies and offices in Saskatchewan, as well as information on the immigration of people from many countries and their adaptation to life in Canada.

c. Sessional Papers of Canada

These papers, available in published form, include the annual reports of federal government departments and other reports presented to Parliament. The annual reports of the Departments of Agriculture, Interior and Postmaster-General and the reports of the North-West Mounted Police may be particularly valuable for research on the early settlement period.

13. Military Records

Some Canadian military records are housed in the Public Archives of Canada in Ottawa and information on what is available can be obtained by writing there. The individual service files for those taking part in the First and Second World Wars have not yet been made available for research.

The Saskatchewan Archives Board has some records pertaining to Saskatchewan soldiers. The records of the Department of Public Works, Registrar of the War Memorial Museum, 1915-1919, include nominal rolls of Saskatchewan soldiers of the Canadian Expeditionary Force. The names are arranged by battalion only; there is no name index to this collection. An alphabetical list of fatal casualties is, however, included in the records of the Regina Rifle Regiment held by the Regina Office.

Lists of fatal casualties from the province of Saskatchewan for World War II are available. These names are arranged in three volumes — Royal Canadian Navy, Canadian Army, and Royal Canadian Air Force — and within these by home community at time of enlistment.

Check with your local Legion office; perhaps its members have relevant information.

14. Maps and Plans

Check with your municipal office and local museum for maps and plans relating to your area.

The Saskatchewan Archives Board has soil, forestry, municipal and school district maps. National Topographic System maps often show the location of cultural features such as schools and post offices. One small collection of annotated topographic sheets shows the approximate routes of old trails in some parts of Saskatchewan.

There are plans for some villages and towns showing the location of buildings in the Saskatchewan Archives Board collection. Fire Insurance Plans, available for some towns and cities, contain information on population as well as building use for the edition year.

Cummins Rural Directory Maps show names of occupants of rural lands in Saskatchewan, as well as the location of communities, schools and post offices. The Saskatchewan Archives Board has maps for the years ca. 1917, ca. 1920, 1922, 1926 and 1930 but these maps do not always cover the whole province. Township plans documenting the first owners of rural land can be consulted at the Lands Branch of the Saskatchewan Department of Agriculture; photocopies cannot be provided.

15. Photographs

The potential of photographs as historical records in their own right should be considered because they document subject areas such as lifestyles, architecture, geography, economic and social life.

Photographs can be used for displays, visual histories or as supplementary material in a written or video (slide/tape, film, video tape) history. Photographs, slides and films may be in the possession of private individuals, professional photographers, museums, archives, or commercial enterprises such as newspapers or television stations.

16. Local Histories

If there are earlier histories of your community, or of nearby communities or districts, they may provide pertinent information.

The tables of contents and indexes of other local histories may serve as checklists, and their bibliographies may point to untapped sources. Check local libraries, the Saskatchewan Library, local schools, churches and organizations, the Saskatchewan Archives Board offices, and local and provincial historical societies.

17. General History Books

A history which includes the area under study, even in a general way, may give helpful background information. Reading history books may help the local historian develop a sense of how history is shaped, analysed and presented.

14th September 1918.

An Executive meeting of the Club was held on the above date in the Garage at 8.00 p.m.
Present, W J Hyde, E Makerie, A Diewold, A Pelly D. Gibson. P. Grad and E. H. Gadd.

A letter from L. J. McDonald, Sec. Treas of the Provincial League, regarding the use of Telephone poles for the purpose of blazing the roads, was read

Another letter from L. J. McDonald upon the conservation of Gasoline was then read & discussion followed.

E Makerie That the resolution contained in the letter
A Diewold viz: "That the Regina Board of Trade endorses the proposition made by the United States Petroleum War Service Committee and that this Board use its utmost endeavour to urge it upon our people to co-operate, and that a copy of this resolution be forwarded to every automobile club in affiliation with the Saskatchewan Provincial Automobile League", be endorsed. Carried

Balgonie Automobile Club Minutes, September 14, 1918. Saskatchewan Archives Board.

18. Local Architecture

There may not be much variety of architecture in a village, but greater variety generaliy exists in towns and cities. Comparison of the same street scene in different periods of development would be of interest.

Studies of ethnocultural buildings such as Doukhobor meeting houses, synagogues, and churches would prove interesting, and changes in the interiors and exteriors of stores would also show changing business styles and lifestyles.

"House logs" which are written and photographic records of all the changes and additions to houses or other buildings are now being kept by many families and organizations. This information is valuable in itself, but it is also being used by some people as the basis for model-building.

Municipal records, boards of trade, local contractors and builders or architects, local historians and museums, current and past residents, all may be sources of information for this type of historical research.

19. Miscellaneous Material

Pioneer Questionnaires, which were distributed by the Saskatchewan Archives Board during the mid-1950's, were completed by a number of Saskatchewan pioneers. Besides a general questionnaire, there are specific ones on pioneer farming experiences, diet, health and housing, schools, local government, churches, recreation, social life and folklore. They are indexed by name of pioneer and locality in which he lived and are available in the Saskatoon Office.

Handbills, posters, programmes, brochures of the kind often issued in early years by boards of trade or development companies, may all be informative, and sometimes suitable for display or as illustrations for a printed history.

Certain types of handicrafts, such as "signature quilts" (where members of a group or district would embroider signatures on quilt blocks for a departing friend or a new arrival) may provide valuable information. Many communities are using this type of handicraft to create contemporary local history projects — wall-hangings for a school, church, town hall or senior citizens' centre, showing the development of the community or portions of its history; quilts or hangings containing a family tree, sometimes with photographs of family members printed on cloth incorporated with names and dates; cook books which incorporate local history and anecdotes with recipes to illustrate the ethnocultural and other development of the community; plays, poems or stories which have been written by local residents about the district and its people. All of these and many more will become a valuable part of the resource material of the local historians of tomorrow.

C. Oral History Interviews

Oral history is a technique for collecting information based upon the personal experience of those who were participants in, or witnesses of, particular events. Today, this method is accomplished with the use of a tape recorder. The popularity of the cassette recorder makes it possible for nearly everyone to collect and use oral history sources in his research.

Oral history research is unique in that it requires personal contact with people. Most local historians discover sooner or later that large gaps still remain in their research after consulting the available written sources. Often these gaps can be filled by turning to the memories of long-time residents of the community and area.

Before setting out into the community with microphone in hand, the interviewer should be well prepared and understand the potential as well as the limitations of oral history. The most important point to remember is that oral history is not a substitute for other sources of information. It actually works best when used as a complement to them. It is especially effective in gathering impressions, opinions and attitudes rather than in determining dates, statistical information and other facts.

Have a clear idea of the subject or subjects you wish to cover and write down the questions which will lead to the information you require. Some of the more outstanding events in the interviewee's biography, community, professions and the history of the period should be established before the interview.

On most occasions a preliminary interview with the prospective interviewee is necessary. Schedule an informal meeting in which the purpose and objectives of the project can be outlined to the informant. This is the appropriate time to obtain a brief biographical sketch and an opportunity to establish a good rapport with the informant. To prevent possible embarrassment during the taping, subjects or persons that the interviewee does not wish to discuss should also be determined at this time. Be careful, however, that the initial meeting does not develop into an untimely interview. Do not ask the informant to recount detailed stories until the formal interview takes place.

You may wish to leave a summary of the subjects to be discussed in the interview with the prospective informant. A one-page outline will usually suffice. The interviewee will be able to look at it and have an opportunity to reflect on the past. Although it may work well in some projects, giving the informant a formal questionnaire is not often a good idea. It may dampen the spontaneity that characterizes a good oral history interview. Worse yet, it may frighten and overwhelm the informant who may regard it as an examination.

Schedule the interview a week or two after the first meeting. A quiet and comfortable location should be selected. The informant's living room or study is usually most ideal since he or she will feel at ease in familiar surroundings. Avoid extraneous noises which can be made by squeaky furniture, air conditioners, grandfather and cuckoo clocks, telephones and pets.

Be sure you can operate the tape recorder and test it at home before the interview. Direct eye contact is important during the interview; therefore, sit directly opposite the informant. Placing the microphone at a distance of no more than two or three feet from the source will lessen the possibility of recording extraneous sounds.

Introduce the interviewee and yourself on the tape, also giving the date and place of the interview. This will identify the tape in the event it is ever misplaced or labelled incorrectly. When the interview is ended, make a brief announcement to that effect.

The interview process is more than simply asking questions. It demands concentration and the ability to listen. While the interviewer should be at ease and on friendly terms with the interviewee you must remember that a task is to be accomplished. You should be flexible in controlling the flow of the interview; that is, keeping the informant on the subject area of your interest but at the same time being able to recognize the value of other unrelated material he or she may have to offer.

Be sure to obtain the correct spelling of names of individuals and places and double-check dates and other factual data given you by the informant. This can be done after the interview. The human memory is fallible and certain inaccuracies will occur in any tape recorded interview. When using such interviews for research purposes, it is your responsibility to interpret the testimony and present it in your local history project with as much accuracy as possible.

In addition to the interviews you want to conduct personally, you may wish to avail yourself of interviews that have already been done. There are, for example, a large number of interviews in the collection of the Saskatchewan Archives Board. Indexes identify the interviewer, the person interviewed, the subject of the interview and the area of Saskatchewan involved. Tapes and indexes are held in both offices of the Saskatchewan Archives Board. Your local library, museum or schools may also have oral history material. These institutions may also be interested in obtaining copies of your interviews, so contact them before erasing any tapes.

There are a number of excellent handbooks on oral history methodology available, which will be of help to anyone starting out. These are listed in the Bibliography at the back of this book. The Saskatchewan Archives also has a programme of assisting groups by holding oral history workshops and providing advice and consultation. Contact the Archives for further information.

D. Preserving Material

The researcher has two important functions. One is to seek out and gather information, the other is to preserve the information once it has been located. Some of the material the researcher finds could be stored in a local museum or library, if its safety can be guaranteed. If this is done, the material can still be microfilmed by the Saskatchewan Archives Board to make it more readily available to other researchers. If the material cannot be properly housed locally, alternative arrangements should be considered. Deposit with the Saskatchewan Archives Board would be one effective way of ensuring long-term preservation of irreplaceable local records.

Occasionally the researcher may come across historically valuable or interesting objects, which are unwanted or for some reason not in the permanent possession of individuals. The researcher could suggest that these objects be offered to a local or provincial museum.

IV. Presenting a Local History

Traditionally local historians have thought almost always of a printed book as the only means of presenting local history. There may be other types of historical projects which may be more appropriate than a printed book. For example a community's history can be presented in a play, a film or video tape presentation, a slide/tape presentation or a display of photographs, handbills and artifacts. A printed book may be just one of the good things that develops from your research.

A. Structure of a Printed Local History

If you do decide that a printed history is the best method of presenting your history, it is a good idea to have some concept of the book's structure while you are still in the planning stages. You should draw up an outline, indicating the divisions of the text, and the points which you would like to deal with in each section.

Since each local history is different, the contents of your book may differ somewhat in organization from the example which we are about to give, but this is a common pattern for a local history.

1. Title Page

An essential part of any book is the title page but the importance of this is often overlooked in preliminary planning. The title page usually gives the complete title, author, credits, publisher's and printer's names, date of publication and copyright notice. However, since it is also the entrance to the book the title page should invite the reader. Careful attention should be paid to the design of the title page to ensure that it is in harmony with the rest of the book and that it gives a good impression of the book. It would probably be advisable to look at a number of published local histories before deciding what you want to put on your title page.

2. Foreword

Although it appears at the front of the book and indicates the forward direction the reader should take, this is actually a foreword — a *word* that comes *before*. It is often not written by the author; it may be written by an historian, Member of Parliament or a distinguished member of the community no longer living there. It could be thought of as an outside reference point or a vantage point from which to view the book.

3. Introduction

The introduction is generally written by the author. In it he usually tells what he was trying to do. The statement of intent could be presented and explained here. The introduction is also used to thank the many people who helped — the people whose cooperation, assistance and support make such books possible.

4. Table of Conte ts

A concise list of the sections of the book is essential for finding desired passages.

5. Chapters

The contents and titles of chapters will be largely determined by the general approach.

6. Conclusion

Stopping at the end of the last subject chapter may leave the writer and the reader feeling dissatisfied. To complete the job, the writer should try to draw together the threads of the book. In doing so, he may be able to ascertain the highlights, trace changes in the community's economic or social base. He may be able to pinpoint the distinctive nature or qualities of the community. An assessment of the development of the area may be of value to residents. It may even suggest prospects or limitations for future growth.

7. Footnotes

If the text is being footnoted, the footnotes can be grouped at the end of the chapter or at the end of the entire text.

8. Appendices

Charts, lists and genealogical tables and so forth, can be arranged on separate pages to be included in their respective subject chapters for easy reference, or as appendices if they are too cumbersome to work into the text.

9. Bibliography

A list of books and sources used should be included. It will facilitate further investigation by interested readers and future historians.

10. Index

An index is an invaluable aid in locating information quickly in a book. Preparing an index is a time-consuming task, but one for which readers will be grateful.

B. Writing

1. Assessing Information

The local historian must be continually evaluating the information collected for truth and accuracy, and deciding what is essential to the story and what is expendable. Some assessment of the information will have been made while recording information from original sources and this process will be continued during the compiling of information and writing it in final form.

In assessing information for truth and accuracy, even long and commonly held beliefs may prove incorrect. For example, people may mention that the first school was opened in 1904. Checking the records, you may find that it was actually opened in 1902. It is the local historian's responsibility to check dates, facts, and statements, or anything else that needs verification.

Departure of the 188th Battalion, Canadian Expeditionary Force from Prince Albert, June 5, 1916. Saskatchewan Archives Board, R-A4627 (3).

Any local history could be immense because of the large amount of information collected by the researchers. Therefore the local historian will have to decide what is essential to the story and what is expendable. Some pieces of information will fit together with others to tell the essential story. Some will prove useless or redundant. Some will be omitted, not because they are not true or interesting but simply because they are not as important as others.

Every effort should be made to produce a local history that is as accurate, reliable, complete and balanced as possible. A few factual errors may slip through, or readers may find some sections more complete than others. In spite of this, the writer who is sincere, aware of his responsibility and the resources available to him, will produce a book which is interesting and informative to its readers.

2. Objectivity

Readers and writers alike may wonder about the writer's objectivity, because there is no such thing as pure objectivity. A local historian will try to ensure that his facts are correct and his interpretation informed and intelligent. He may strive to be impartial but that does not mean that he should shy away from interpretation. Objectivity does not preclude interpretation.

3. Style

Styles in writing, just like styles in clothing, change. Writing styles vary according to the purpose and audience for which they are being written. They also vary according to the capability, personality and experience of the writer. A history book, just because it deals with factual information, is not obliged to forego style. Especially when one remembers that one of the general aims of doing a local history is to entertain, style has its place.

A writer's style is influenced by so many factors that it would be impractical to try to prescribe one. All that can legitimately be demanded is clarity. If the writer feels he is not communicating in his writing, he may seek the assistance of another person who he thinks will be able to help him articulate his thoughts.

There are numerous good style and grammar books. The writer can always consult one of these when in doubt about grammar, word usage, punctuation and other mechanical matters.

4. From Research to Writing

Given a set of research cards, the writer faces the task of turning these bits of information into a smooth, unified text. The general approach being used will determine the writer's basic responsibilities. If it is to be a collection of reminiscences or biographies, the writer will function basically as an editor by correcting, making small changes and deletions, possibly writing introductory passages or transitions, and generally assuring the unity of the text.

If the history is to be a narrative, the local historian's job is in fact that of a writer. It becomes *his* story. He will select the research material to be used and he will incorporate it into the text in his own way. A few general guidelines, however, might be kept in mind.

* Direct quotations must be put in quotation marks and the source of the quotation given.
* If the quotation is short, it can be incorporated into the paragraph being written.
* Longer quotations should be set apart by indenting and single-spacing.
* Permission must be secured from the holder of copyright when reproducing anything of length.
* If the exact words are not essential, they can be paraphrased.
* If it is not important to know the source, information can be used without quoting or even referring to a source.

5. Footnotes

Footnotes are used to indicate the source of a statement. They protect the writer and inform the reader. If a reader questions a statement he can consult the source.

If you quote from a book, a speech or document, the source should be noted in a footnote. You may occasionally find it necessary to explain something, but feel the explanation does not warrant space in the actual text. The explanation can be put in a footnote.

Footnotes should be indicated in the text immediately following the exact words that have been quoted. As you are writing, you can put footnotes at the bottom of each page. The footnotes should be numbered

Ukrainian Greek Catholic Church east of Prince Albert, 1926. Saskatchewan Archives Board, R-B470.

consecutively through the whole chapter. After the writing is finished, the footnotes may be grouped at the end of each chapter, or at the end of the entire text.

There are various styles for footnoting. These can be found in style guides. You should pick one and stick to it throughout the book. To assist you in selecting a style guide a number of them are listed in the Bibliography.

6. Visual Material

Photographs are an important part of any local history. In addition to their information and entertainment value, photographs can help in historical interpretation. Provide all photographs with captions to identify individuals, places and dates.

Other visual material can be used to break the monotony of type and to contribute to the story. A set of maps, for example, might be used to establish the relation between your area and other points in the province, to show the development of transportation, to follow shifts in population, to trace the growth of a town. Rather than cramming too many kinds of information onto one map, separate maps for each subject could be drawn and included in the appropriate section or else printed in a separate section of the book.

Charts can communicate statistical information at a glance if they are simply set up. Changes in population, agricultural production, industrial output, construction rate, and many other fluctuations are like pulsebeats of a living organism and they can be measured and printed out in graphs or charts.

Lists of teachers or municipal councillors could be treated as visual material by being attractively arranged on separate pages, and included in their respective subject chapters or as appendices.

Readers might be interested in seeing some of the documents you used for research. Old letters are often attractive because of the beautiful handwriting. Reading portions of old letters, diaries or papers may give your reader some of the excitement you experienced in going through these documents. Readers might also be interested in seeing important historical forms, such as applications for homesteads, programmes for concerts or handbills for meetings.

Whether or not you can include visual material will be determined by the method of production used for the book. Any visual material that is to be used should be large, clear and "readable". There should be sharp contrast between the black and the white of the photograph or document.

Generally, it is better to have an oversized photograph than an undersized one, because the small photo may become fuzzy when blown up, but a large one will remain sharp if it has to be reduced in size to fit the space in the book. You cannot expect, however, a very large photograph or document to be readable if it is reduced to a very small space. If space does not allow for a readable reproduction, it would be better to reproduce just a section of the document, or else reproduce the full document on the page and a close-up of an interesting section on another page, as is sometimes done with art reproductions.

7. Appendices

Some documents may be attractive enough to use as illustrations in the body of the text. Other documents, graphs and lists, may not be as visually pleasing, but deserve to be included because they are informative. These are best included as appendices at the end of the text.

The inclusion of material as an appendix can be indicated in the text either by a footnote, if footnotes are being used, or by a statement in the text.

Appendices should come at the end of the entire text, in the order in which they were mentioned. They are generally labelled by capital letters; for example, appendix A, B, C, D.

8. Bibliography

A bibliography is a bit like a map in that it shows the location of various sources of information. Someone can follow your research by reading your bibliography, and if he wants to find the same or similar information, he will know where to look.

The bibliography should be an accurate map of your search. It should include all the places where you found information, but it need not include books, records, and letters that did not contain anything of use.

Because your research will have been so varied, it will probably be best to organize your sources into groups for the bibliography. You might have books; newspapers; other publications; maps; federal, provincial, and municipal government records; private business records; organizations' records; church records; school records; personal letters and diaries; and personal interviews.

Within each group, entries should be listed in alphabetical order. Sometimes the entries are annotated; that is, they are followed by a comment on the scope and sometimes also the usefulness or accuracy of the source.

Persons who have been interviewed can be listed in the bibliography. Here, too, an annotated entry is useful. The entry might include the person's name, age, role in history and the dates and place of the interviews.

9. Index

You have spent much time gathering information about your community. You have relied on indexes in books, libraries and archives to assist you in this search. Now it is up to you to create an index to

allow genealogists, school children, librarians and archivists to make use of the information you have compiled.

You will want to include in the index the names of families mentioned in the book as well as the names of organizations, businesses, schools and churches, for example. A subject index would be particularly useful in books in which various subjects such as health care, municipal government and education are treated as part of particular family histories.

Preparation of the index is most easily done on slips of paper with one for each name or subject. Every page on which that name or subject appears must be noted. If the manuscript is going to be printed, this can only be done when the page proofs are ready. If the manuscript is not to be printed, the page numbers can be those of the typed copy. All the slips are then arranged in alphabetical order and retyped in page form.

10. Typing the Manuscript

When typing the manuscript you should double-space it so that typographical errors can be corrected and other minor changes can be made clearly between the lines. The page should be 8½" x 11".

Pages should be numbered consecutively only within each chapter. This allows chapters to be rearranged, if necessary.

Any individual or group preparing a local history book should select a style guide and follow it faithfully. This will ensure uniformity in such matters as paragraph indentation, punctuation, capitalization and spelling. The style guide will also provide a model for footnoting, if this is to be done, and other technical matters. To assist you in selecting a style guide a number of guides are listed in the Bibliography.

Before you start to type, buy a new typewriter ribbon. This may sound like unnecessary advice, but a typesetter will almost certainly produce book pages with fewer errors, and the job will be made much easier if he has a clean, clear manuscript from which to work.

Another piece of advice that may sound unnecessary is always make a copy of your manuscript. This can be a carbon copy or a photocopy. Its purpose is simply to prevent disaster if the original typed manuscript should get lost — and such things do happen.

11. Editing

When all the chapters are written, the manuscript is ready for editing. If you are an individual doing a local history book, you may hire an editor or you may have to be your own editor. If it is a group project, the editorial committee may do this work.

Editing is done for several purposes and it is these purposes that dictate what to look for when editing.

a. Editing for Grammatical Correctness

An English teacher may be the person for the job. It entails reading the manuscript with an eye for spelling and grammatical errors and correcting them.

If a grammatical error occurs in a direct quotation, that is in words spoken by a person and quoted exactly, it should not be changed. Only errors in the running text should be corrected. If you follow this rule of thumb, you will produce a book that is both literate and authentic.

b. Editing for Historical Accuracy

Anyone who spends time and energy working on a local history will most probably bring integrity, dedication and enthusiasm to the job and do his or her best. Nevertheless, factual errors may find their way into the final text. Someone has to try to eliminate these errors. This can involve double-checking sources, as well as reading the manuscript to make sure there are no factual discrepancies.

c. Editing for Readability

This can be done by anyone with a clear mind and a feeling for words. Jumbled thoughts and confusing sentences must be straightened out, unnecessary words deleted and excessively long paragraphs broken up. In general, one strives for clarity and a smooth, but lively movement of words.

The editor or editors are also responsible for determining the arrangement of chapters in the book. He may have already rearranged sections of a chapter. Rearrangement of chapters or sections of chapters may be necessary to bring together sections that relate to one another or to improve the flow of the text.

12. Choosing a Title

Your local history may have begun with a perfect title. But an obvious title does not always present itself and sometimes the manuscript is all finished except for a title.

If you are still wondering what to call your history, perhaps it would help to reconsider your statement of intent and general approach. If you set out to simply record the factual history of an area, it would be appropriate to use a straightforward title, such as *A History of Ituna*. If your emphasis was on the daily life of pioneers or the role of trapping and fishing in your area, you could use an image in the title that would suggest this to potential readers. If you do this, you may want to add a subtitle, such as *Ituna — Pioneer Profiles*.

In general, the title should attract a reader and give an indication of the content and possibly style of the book.

Centre Street in Assiniboia, ca. 1913. Saskatchewan Archives Board, R-A146.

V. Publishing and Printing

If you have decided that you want to present your local history in print form, you will have to determine how it is to be published and printed.

Most local histories are actually *published* by the individual or group responsible for the researching and writing in the first place, and are *printed* by a commercial printer.

A printer is not a publisher. "Publishing" means "making public." Printing is only one step in that long process. Publishing firms do not normally have printing plants of their own, and printing firms do not normally publish. A printer may bind or arrange to bind a book he has printed, and he may make some suggestions for layout, but he does not edit, design, promote, or distribute. Most important, *a printer does not assume any of these costs but a publisher does.* If you have a book printed, *you* pay for the printing and binding, as well as for any other services you engage, for editing, design, advertising and distribution.

It is not usually economical to print fewer than 1,000 copies of a book. The per unit cost would be exorbitant. While the per unit cost goes down as the number of copies printed goes up, most organizations may find it difficult to sell more than 1,000 copies of a local history.

A. Publishing

The only type of manuscript which a commercial publisher will consider is one that has large appeal on the public market.

Commercial publishers are in the publishing business to sell books, in order to cover their high costs and to stay in business. Therefore, before committing themselves to publishing any book they must be confident that the publication will have a market which is large enough to justify their considerable expense for design, printing, binding, advertising, distribution, and all the other steps involved in a commercial publication.

If, after considering your story objectively, you feel that it is likely to have a large market, you could approach commercial publishers. Do some research first to find out which publishers do historical books, and which are most likely to have an interest in your subject. It is permissible to query several publishers at once, but you must state in your covering letter that this is a "multiple submission," and the letter must stipulate a date for considering all publishers' responses. This date should be at least three months from the date of query, and no commitment should be made to any publisher before this date.

If you prefer, you may approach publishers one after the other. Either way, the covering letter is important. You should summarize the contents of the book and the qualifications of the author or authors. Include the table of contents and a sample chapter. Indicate the anticipated length of the manuscript and the availability of good visual material.

If you receive no response, a follow-up letter or a telephone call is the next step. If a publisher shows interest, it may be well worth a trip to see him to discuss the project.

Finding a commercial publisher for a manuscript can take a long time. You need not wait until the manuscript is completed to start looking for a publisher. Once you have a clear idea of the scope of the book, and have an outline or table of contents and a well-written chapter to send, you can start querying publishers.

Do not be disappointed if you cannot find a commercial publisher who is interested in doing your book. The market is crowded, the risks great, and publishers have to look at the likelihood of sales.

B. Printing

If your local history is not going to be published by a commercial publishing house and you are in effect going to be your own publisher, you will have to determine the kind of print form to use. Your decision to use a mimeograph method of production or to find your own printer will be determined by the scope of the project and the funds available.

C. Mimeographing

If your story will be of interest primarily to family and friends, or to a small segment of the community, your most economical way of publishing it may be by mimeograph. The book can be attractively designed, include photographs, drawings, maps, hand-lettering or press-on lettering for headings, and can be bound with staples or tape or put into a three-ring binder, to allow material to be added as times goes on.

Stencils for mimeographing may be cut on a typewriter. If you wish to include photographs and other non-type materials, stencils may be cut electronically with a Gestefax, which may be found in many schools or business offices. These machines can reproduce clear typing or lettering, artwork and photographs.

Additional copies of a mimeographed book can be produced by using the Gestefax to make stencils from a clean copy or the original, and running off as many copies as required on your mimeograph machine.

D. Finding a Printer

Do not be afraid to shop around for a printer. You may be surprised at the difference in prices. There may be a printer in your town or a nearby centre. Newspaper offices sometimes do commercial printing. In shopping for a printer, there are other things to consider besides cost: Is his equipment suitable to your needs? Is he interested in your project or only in your money? Does he have slack periods, during which he could give more attention to your project?

When approaching printers, you will need to give each one the specifications for your job, in order to get an estimate. Your specifications should include: number of copies to be printed, number of typed pages in the manuscript, size of book, kind of binding, type of paper and type-face, number of photographs and illustrations of graphic work, use of footnotes, and desired delivery date.

If you have copies of other books which have the type of binding, type-face, paper, and other details which you

Maple Creek newspaper office, ca. 1912. Saskatchewan Archives Board, R-B9226.

would like to have for your book, take them along, and the printer can tell you what the technical terms are, and whether he is able to print the book the way you would like it done. Discuss all the specifications with the printer before deciding what you want. When you have chosen a printer, you can meet with him to discuss the project and the specifications in greater detail.

E. Costing

It is at this point in the process that the price which you will charge for your book should be calculated. This will allow you to take advance orders, giving you an idea of how many books you can sell. It also brings in cash to pay immediate expenses, and evens out distribution since all the orders will not come flooding in at once.

Do not underestimate the cost of distribution. Try to predict how many books will be sold directly, how many in stores (the customary booksellers' discount is 35-40% of the selling price), and how many will have to be mailed. How do you plan to package the mail orders — in boxes, padded book bags or brown envelopes? Try to get the weight of your book so you can find out how much it will cost to mail.

You will have material and overhead costs including promotional letters to former residents and other prospective customers, labels, string, telephone bills, photocopying, typing and photography. Will you have to rent storage space for the finished books? They must be stored in a dry, safe place. Since you will have money tied up in the stock, it should be insured against fire, and other possible hazards.

Remember to build in a margin against those books which may not sell, as well as those that will be given away as promotion to the local newspaper, radio and television stations if they cover your area, perhaps the mayor and other special people who might help to promote the book. Provide for any discounts that you plan to offer to those who order prior to publication.

Another cost might be remuneration for authors and editors. Will the authors receive complimentary copies of the book, a flat fee or honorarium, or a certain amount per book sold? What consideration will be given to editors and others involved in the book's preparation?

As a rule of thumb, printing costs usually make up to 40% of the selling price. Since your printer has now given you those costs, you can add your other expenses including that 40% sellers' fee on the number of books you decide to place with local book outlets. If a bookseller in your community is interested in selling the book, this is an excellent way in which to market your history to visitors and tourists who pass through the area.

When you have predicted all your expenses, as accurately as you can, you can arrive at a selling price by dividing your total costs by the number of books. In Saskatchewan at the present time, you do not have to pay a tax on such printing jobs, so you will not have to charge any to your customers either.

An accounting system will have to be set up, a separate bank account opened, and a system organized for receiving, acknowledging, and filling orders.

F. Methods of Printing

You will learn from your printer which of these methods he recommends for your project, but here are some brief descriptions.

1. Letterpress

It is used to produce books similar to the ones in your library. Type is set in lead lines, with zinc or plastic "cuts" for each illustration. The type and cuts are made up into pages, put on presses and run off in a method similar to that used in a newspaper. The printed pages are gathered, trimmed, stitched and bound into the final book.

2. Offset

If a large number of photographs are to be used, offset printing including multilith and lithograph may be cheaper than letterpress. The written part of the book is transformed into type electronically. Photos and type are copied on halftone film and transferred onto thin aluminum or zinc plates. These are placed on an offset press to produce the final book.

3. Direct Image Offset

Metal or paper offset plates are obtained from the printer so you can type the book up yourself. The plates are then returned to the printer who runs them on the offset press. No illustrations can be used, and page sizes are usually limited to standard ones.

G. The Printing Process

1. Design

The first step in the printing process is designing the book. Design is the author's, not the printer's, responsibility. There are free-lance designers and professional production houses, but if none is available or finances do not permit hiring one, the author in consultation with the printer, must make the decisions about the design of the book. If you are indifferent to design, you will get a homely, awkward-looking book. Look at many books whose design appeals to you, and talk to your printer about getting your book to look as close to the desired one as possible. Remember, a good design is a tremendous aid to selling books.

a. Size

You may have already decided that you prefer a 5½" x 8" handbook, an 8½" x 11" workbook size or an unusual shape for your book. The size of your printer's press may make one size most economical, which may be an important consideration for you.

b. Cover

Is it to be a soft or hard cover book? Should it have a photo design or just type on the cover? In deciding this, you will want to consider what is most appropriate for the book and what will attract buyers. Can you use more than one colour? Colour does attract. Is the effect worth the expense to you?

c. Paper

Paper comes in different weights (a 60 lb. paper, for example, which is fairly standard weight, denotes the weight of a certain number of sheets of a certain size of a particular thickness of paper).

In selecting a paper stock weight, you should keep in mind the number of pages in the book. A 250-page book on 80 lb. paper would be a very fat book. Heavy paper is generally stiffer, as well, which means the pages tend to stand upright when the book is open.

Too light a paper stock will result in "see-through" — print showing through on the other side of the page. This is particularly unsatisfactory if photographs are reproduced. A colour must also be chosen and there are a surprising number of whites. A white-white may look dazzling, but may also tire the eyes and smudge easily, depending on its content and surface. A slightly off-white may be more restful and practical.

d. Type

Your printer will have a variety of type-faces from which to choose. Remember that many of your readers will be older people, and look for a type-face that is clear and easy to read. Ask to see a paragraph set in the size or sizes you are considering.

e. Leading

This denotes the space between lines of type. Generally speaking, more space between lines makes the type easier to read, but there is an optimum. Too much white space lets the lines float and does not help the eye move confidently through a paragraph. The amount of leading will, obviously, affect the number of lines that will fit on a page and thereby affect cost.

f. Line Length

Page size will partly determine the length of a line of type, and the type-face and size. You can, however, make your margins wider or narrower. If possible, find books the same size and with the same kind of binding you intend to use and see how wide the margins are.

In making all these decisions, you will have to balance readability and visual appeal against economy. While cost will probably be an inescapable limitation, you know it will not do any good to produce a book that is hard to read or is not attractive. It either will not sell or will not be read.

g. Photographs

It is usually less expensive to group photographs in one or two places in the book, but you may want to have photographs integrated into the text. If so, start with the ones that you want next to a certain passage, and scatter the rest throughout the text. Check with your printer to be sure that this is possible.

Old photographs may reproduce more effectively if you have them re-photographed. A professional photographer can sometimes improve the contrast and provide a sharper print.

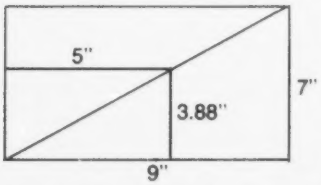
Photographs should be clearly marked on the back with the name of the book and all instructions for cropping or enlarging, number of page on which it is to be used, placement on page, and caption. The instructions can be done on a photocopy which can be given to the printer along with the original photograph. Any marks on the back of the photograph should be made very lightly with soft pencil, not pen.

Photographs can be slightly enlarged or reduced in size. To arrive at the new proportions, you can use a proportional scale or figure it out by algebra or geometry.

To reduce a 9" wide x 7" deep photograph to 5" width:

$$\frac{7}{9} = \frac{x}{5} \qquad 9x = 35 \qquad x = 3.88"$$

To reduce the same photograph geometrically, draw a diagonal across the original size and see where it intersects the new width. That is your new depth.



Enlarging can be calculated the same way, in reverse.

"Cropping" a photograph means trimming unnecessary portions. To find the essential portion, lay pieces of paper over the four sides of the photograph and slide them in and out until you have framed the area of the photograph you want. These dimensions can be marked in the margins with a grease pencil, on a photocopy or on a tissue paper overlay taped in place on the back of the photograph.

2. Composition

Once the decisions regarding design have been made, the printer goes to work setting type. Your next involvement will be at the proofreading stage.

a. Proofreading Galleys

You will receive photocopies of the typeset. The first proofs will be long sheets called galley proofs or galleys. These must be meticulously corrected. The printer will likely charge for anything other than corrections of printer's errors, so a perfect original manuscript is important.

All typesetting errors must be corrected. Words and punctuation may have been changed or omitted, so the typeset galleys must be compared to the original manuscript. This is most easily done by two people. One reads aloud; the other follows the other copy.

You may want to have the galleys read by someone who is familiar with the subject, just as a final check for factual errors. It is also extremely important to have the galleys proofread by someone who has not written or edited the manuscript. We read what we expect to read and if we are familiar with the material, we read what we expect to be there, not always what is there. A person who is not familiar with the material will probably pick up many more typographical errors than a person who is familiar with the text. Corrections should be made in the line and in the margin.

b. Paste-up

A set of corrected galleys is now cut up and pasted onto pages, to show the printer what you want on each page. You may have to do the paste-up or it may be done by the printer. Leave spaces for illustrations, captions, headings and spaces, and label everything clearly. Number the pages, wherever you want the numeral to appear. All illustrations for layout — depth of top and bottom margins, space between sections, type size for headings and footnotes — should be on the dummy paste-up.

c. Page Proofs

Pages will be laid out according to your dummy paste-up. These pages will be photocopied and you will have to proofread them. You must make sure that all the corrections you marked on the galleys have been done. When a correction is made by retypesetting a line or more, new errors sometimes appear. Watch for these. Any errors must be marked, as on the galleys — in the line and in the margin. Proofreading page proofs also involves checking to see if the pages have been pasted up according to instructions. Just making sure that all the corrections and instructions were followed is not sufficient. You really have to read through the entire text, page by page. Sometimes a line is shifted from the bottom of

one page to the top of the next and gets lost in the shuffle. The typeset copy is commonly pasted on cards with a removable adhesive, so captions, numerals and other small bits of type sometimes come unstuck. These omissions can be caught if you look for them at the page-proofing stage.

d. Indexing

This is the time to prepare an index. The entries relating to families, organizations, place names and the various subjects, have been prepared in advance, and the page numbers can now be taken from the page proofs.

e. Blue-lines

If you are printing by photo-offset, you may have to do an additional proofing. The blue-lines contain the corrected and assembled page proofs with the addition of all visual material. This is your one chance to see how the photographs and other visual material have been reproduced and placed. Make sure that photographs have not become reversed or interchanged with each other.

3. Binding

The least expensive method of binding is wire stitching, which means stapling. Books with side wire stitching are stapled on the outside; the staples can be covered by tape. Those with saddle wire stitching are stapled in the middle. Side wire stitching makes the book want to spring closed; saddle wire stitching makes it want to spring open.

"Perfect binding" involves gluing the back edges of pages together and to a cover, with or without a gauze strip in between. The tendency with this method is for pages to fall out, particularly if the book is used a great deal.

A "Smyth-sewn" binding is stitched and is the most permanent and expensive. Mechanical bindings, using spiral notebook wire or plastic loops can also be used.

4. Promotion

The day your book is ready will be an exciting one. You may want to hold a book-launching party to celebrate the book and all the hard work that went into it, and to begin its promotion. However, promotion should begin before the book is launched. While the book is being printed, a descriptive brochure with a convenient order form should be distributed in the community to stimulate advance sales.

Review copies should go to the local newspapers, and the radio and television stations which serve your area. It is sometimes possible to interest the media in interviewing some of the people involved in this type of project.

Posters are good advertising. The book can be sold directly at fairs and exhibitions, bazaars, teas, and any other events where people get together.

Notify the Saskatchewan Archives Board, the Saskatchewan Library, the Legislative Library and the university, city and regional libraries that your book is available for sale. They may wish to acquire a copy for their collections.

Word of mouth will be your best promotion, but you can do a lot to spread the word and generate sales.

5. Legal Deposit and ISBN

The National Library Act requires that two copies of all books published in Canada be sent, within one week of publication, to the Canadian Acquisitions Division and Legal Deposit Office, National Library of Canada, 395 Wellington Street, Ottawa K1A 0N4. Most books received on legal deposit are catalogued and listed in *Canadiana*, a bibliography distributed to several thousand libraries in Canada and abroad. This will give your publication widespread publicity.

The International Standard Book Number (ISBN) system identifies each book with a unique number as it is published. This number is used by those in the book trade and libraries in ordering books and in compiling bibliographies and booklists. For information write to the Canadian ISBN Agency, National Library of Canada, 395 Wellington Street, Ottawa K1A 0N4.

VI. Other Ways of Presenting Local History

Most people think of presenting local history in book form. But there can be many ways of capturing the past and making it live in the present and future.

If you are really interested in only one aspect of your local history, you should consider whether book form is most suitable or whether some other means might be more appropriate.

The following ideas may suggest a form for your particular interest.

1. **Film and Video**

   Film and video can be extremely effective media in documenting special events, historic buildings, archaeological sites and in recording interviews. Film is the more expensive medium and usually requires professional expertise. Video's low cost, versatility and growing popularity makes it possible for you to create your own presentations about your community.

   If you live in a locality which has access to cable television, then you might wish to contact the community channel about producing a television programme or even a series. Many high schools have an audio-visual department and might be tapped for technical advice and, perhaps, assistance with camera operation and editing. You may wish to consult *Videotaping Local History*, by Brad Jolly (Nashville: American Association for State and Local History, 1982) if you are planning such a project.

2. **Collections**

   Many aspects of local life can be understood by studying objects — household utensils, clothing, medicine bottles, school books and tools. Rather than collecting a bit of everything, you could concentrate on one subject and try to tell as much as possible about it through a variety of well-chosen and well-documented objects.

3. **Travel Trunks**

   Collections can be housed in a local museum, displayed in a local store window, or kept in a private house. Occasionally it may be possible to circulate the collection to neighbouring communities or through schoolrooms. If the objects are well-documented, these travelling exhibitions could be enormously useful to teachers and exciting to children.

4. **Rubbings**

   Children, and even some adults, like to learn by doing. One project which could be fun and informative might be a field trip to a cemetery, historical site or to a number of old buildings to do rubbings. The information collected from tombstones could lead to discussion of life expectancy, infant mortality, epidemics and health care. Taking rubbings from buildings could lead to investigation of construction techniques, materials and their sources, for example, the local brick works.

5. **Constructions**

   Models of towns, machinery, and furniture have been made, and can be made by young or old people. A miniature house, farm, store, school or church, with dolls dressed in clothing from a particular period can visually reconstruct history.

6. **Architectural Surveys**

   Tracing the history of buildings through maps, blueprints, town records, photographs and brochures can reveal not only the development of the visual aspect of a settlement, but also its social composition. Who built and who occupied buildings? A display of maps, sketches, photographs and commentary could be mounted.

7. **Cook Books**

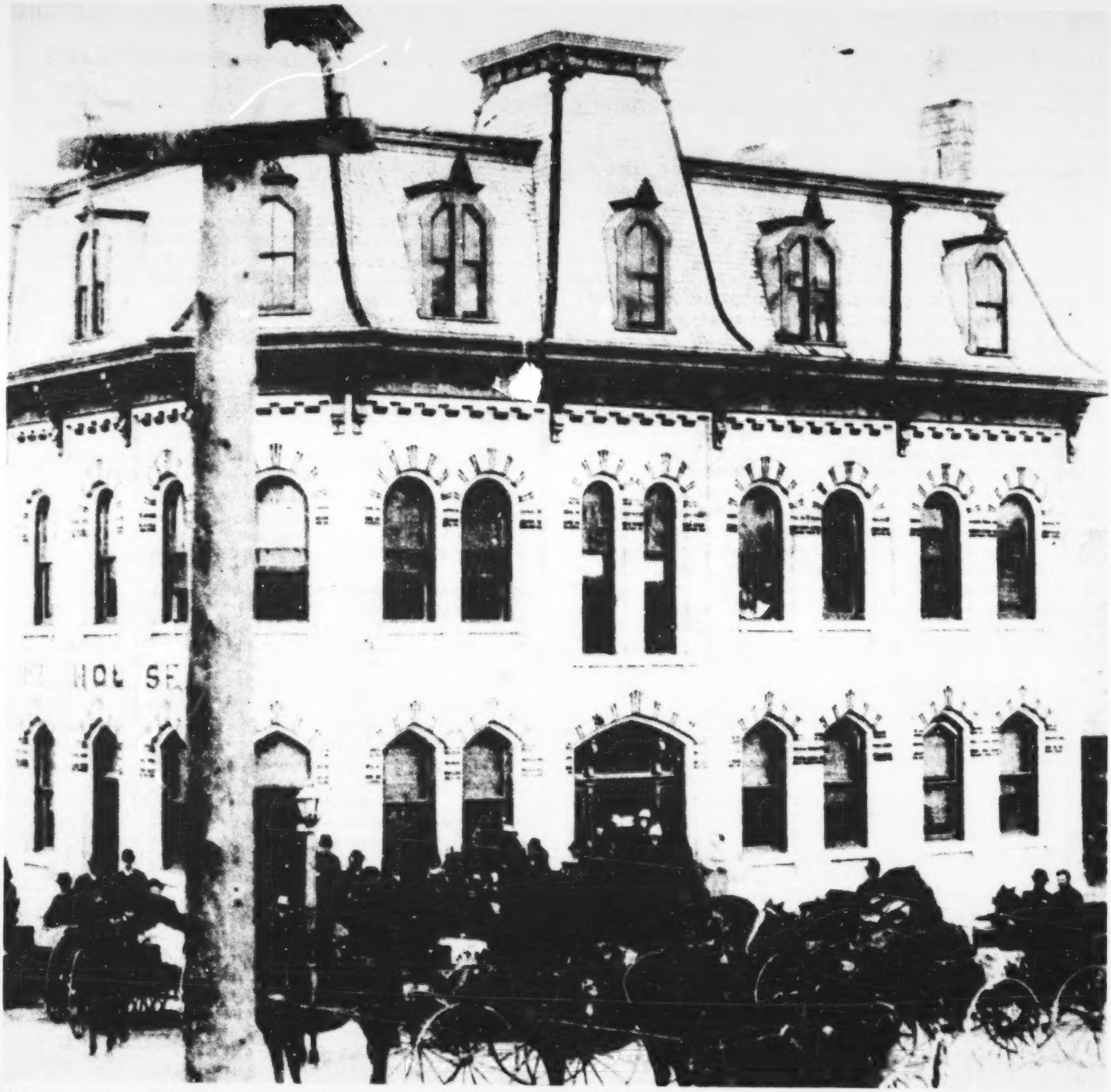
   Recipes can tell about the times from bannock to dried cod to wartime cake to marshmallow delights. Recipes from each era can be supported by quotations from letters, diaries, newspapers and pamphlets to give the flavour of the period.

8. **Music**

   Music can be recorded either in notation form or on tape. This can be documented by information on the source of the music, when, where, by whom, on what instruments, and how frequently it was played. The ethnic, cultural, economic and social life of a community might be glimpsed through such a study of music.

9. **Drama**

   Another active way of dealing with your history could be drama. Many historical events, conflicts and characters have been brought to life in this way. Art, music, writing, construction and other original searches into history might be incorporated into a live performance, not necessarily a play in the traditional sense, to examine or celebrate the history of a particular area.



Watt House Hotel, Balgonie, ca. 1883. Saskatchewan Archives Board, R-A2709.

VII. Conclusion

Preparing a local history is an important undertaking and it should be an exciting experience for those who become involved. But to prepare a local history does mean a lot of work. It is hoped that this guide will assist you in the planning, research and presentation of your history. Perhaps it has suggested new ideas or directions for your project, or areas that should be covered that you had not previously considered. Possibly it has only served to confirm the plans you have already made for your project. If so, this is all to the good because it will give you added stimulus to complete your work. If this guide has done any of these things for your project then it has served its purpose. Above all remember that this guide is not intended to provide a standard format for all local histories. It is intended to suggest points that should be kept in mind, but not all of the ideas need to be included in all local histories. They should be adapted to meet the needs of your particular situation. Moreover, should you have ideas that are not included here do not hesitate to use them. Be flexible, be original, so that the history you present will best show the make-up and character of your community as you see it. If you succeed in doing this, you will have made a significant contribution to the preservation of the history of your community.

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Thompson, Paul. *The Voice of the Past: Oral History*. Oxford: Oxford University Press, 1978.

IX. Addresses

Beattie, Judith et al, eds. *Directory of Canadian Archives/ Annuaire des dépôts d'archives canadiens.* Bureau of Canadian Archivists, [1980]. This publication includes the names, addresses, telephone numbers, hours of operation and brief descriptions of the holdings of archival repositories in Canada.

Canada National Library,
395 Wellington Street,
Ottawa, Ontario.
K1A 0N4

Canada, Public Archives of Canada,
395 Wellington Street,
Ottawa, Ontario.
K1A 0N3

Canada, Royal Canadian Mounted Police,
Force Historian,
1200 Alta Vista Drive,
Ottawa, Ontario.
K1A 0R2

Canada Post Corporation,
Corporate Communications,
202 - 4th Avenue North,
Saskatoon, S7K 2L5

Church Archives

Anglican Church of Canada:

The Archivist,
Qu'Appelle Diocese,
1501 College Avenue,
Regina, S4P 1B8

Saskatoon Diocese,
Box 1965,
Saskatoon, S7K 3S5

Saskatchewan Diocese,
Box 1088,
Prince Albert, S6V 5S6

Baptist Church:

Canadian Baptist Archives,
McMaster Divinity College,
Hamilton, Ontario.
L8S 4K1

Lutheran Church:

Evangelical Lutheran Church of Canada,
247 - 1st Avenue North,
Saskatoon, S7K 1X2

Manitoba-Saskatchewan District,
Lutheran Church — Missouri Synod,
1927 Grant Drive,
Regina, S4S 4V6

Archives of the Central Canada Synod,
Lutheran Church in America,
c/o Lutheran Theological Seminary,
114 Seminary Crescent,
Saskatoon, S7N 0X3

Mennonite Church:

Center for Mennonite Brethren Studies in Canada,
77 Henderson Highway,
Winnipeg, Manitoba.
R2L 1L1

Mennonite Heritage Centre Archives,
600 Shaftesbury Boulevard,
Winnipeg, Manitoba.
R3P 0M4

Methodist Church:

(see United Church of Canada)

Presbyterian Church:

Clerk of the Synod of Saskatchewan,
Presbyterian Church in Canada,
c/o First Presbyterian Church,
2127 Albert Street,
Regina, S4P 2V1

(see also United Church of Canada)

Roman Catholic Church:

Regina Archdiocese,
3225 - 13th Avenue
Regina, S4T 2L3

Gravelbourg Diocese,
Box 690,
Gravelbourg, S0H 1X0

Prince Albert Diocese,
1415 - 4th Avenue West,
Prince Albert, S6V 5H1

Saskatoon Diocese,
106 - 5th Avenue North,
Saskatoon, S7K 2N7

Ukrainian Greek Catholic Church:

Saskatoon Diocese,
Ukrainian Greek Catholic Church,
866 Saskatchewan Crescent East,
Saskatoon, S7N 0L4

Ukrainian Greek Orthodox Church:

Consistory of the Ukrainian Orthodox Church of Canada,
9 St. Johns Avenue,
Winnipeg, Manitoba.
R2W 1G8

United Church of Canada:

Saskatchewan Conference,
United Church of Canada,
St. Andrew's College,
1121 College Drive,
Saskatoon, S7N 0W3

Hudson's Bay Company Archives,
Archives of Manitoba,
Manitoba Archives Building,
200 Vaughan Street,
Winnipeg, Manitoba.
R3C 1T5

Regional Libraries:

Chinook Regional Library,
1240 Chaplin Street West,
Swift Current, S9H 0G8

Lakeland Library Region,
Box 813,
North Battleford, S9A 2Z3

Palliser Regional Library,
Box 2500,
Moose Jaw, S6H 6Y2

Parkland Regional Library,
95A Broadway West,
Yorkton, S3N 0L9

Southeast Regional Library,
Box 550,
Weyburn, S4H 2K7

Wapiti Regional Library,
145 - 12th Street East,
Prince Albert, S6V 1B7

Wheatland Regional Library,
806 Duchess Street,
Saskatoon, S7K 0R3

Saskatchewan, Department of Agriculture,
Lands Branch,
3085 Albert Street,
Regina, S4S 0B1

Saskatchewan, Department of Justice,
Land Titles Office, c/o Registrar:

Battleford, S0M 0E0
Humboldt, S0K 2A0
Moose Jaw, S6H 4P1
Prince Albert, S6V 1B3
Regina, S4P 3V6
Saskatoon, S7K 3G7
Swift Current, S9H 4G3
Yorkton, S3N 2Y4

Saskatchewan, Legislative Library,
Legislative Building,
Regina, S4S 0B3

Saskatchewan, Museum of Natural History,
Albert Street and College Avenue,
Regina, S4P 3V7

Saskatchewan, Saskatchewan Library,
Sedco Building,
1352 Winnipeg Street,
Regina, S4P 3V7

Saskatchewan, Western Development Museums,
Box 1910,
2610 Lorne Avenue South,
Saskatoon, S7K 3S5

Saskatchewan Archives Board,
Regina Office:
(Mailing Address)
University of Regina,
Regina, S4S 0A2

(Office Location)
3303 Hillsdale Street,
Regina

Saskatchewan Archives Board,
Saskatoon Office,
University of Saskatchewan,
Saskatoon, S7N 0W0

Saskatchewan Genealogical Society,
Box 1894,
Regina, S4P 3E1

Saskatchewan History and Folklore Society,
Box 1238,
Moose Jaw, S6H 4P9

Saskatchewan Museums Association,
1870 Lorne Street,
Regina, S4P 2L7

Société historique de la Saskatchewan,
c/o Bilingual Centre,
University of Regina
Regina, S4S 0A2

University of Regina Library,
Regina, S4S 0A2

University of Saskatchewan Library,
Saskatoon, S7N 0W0